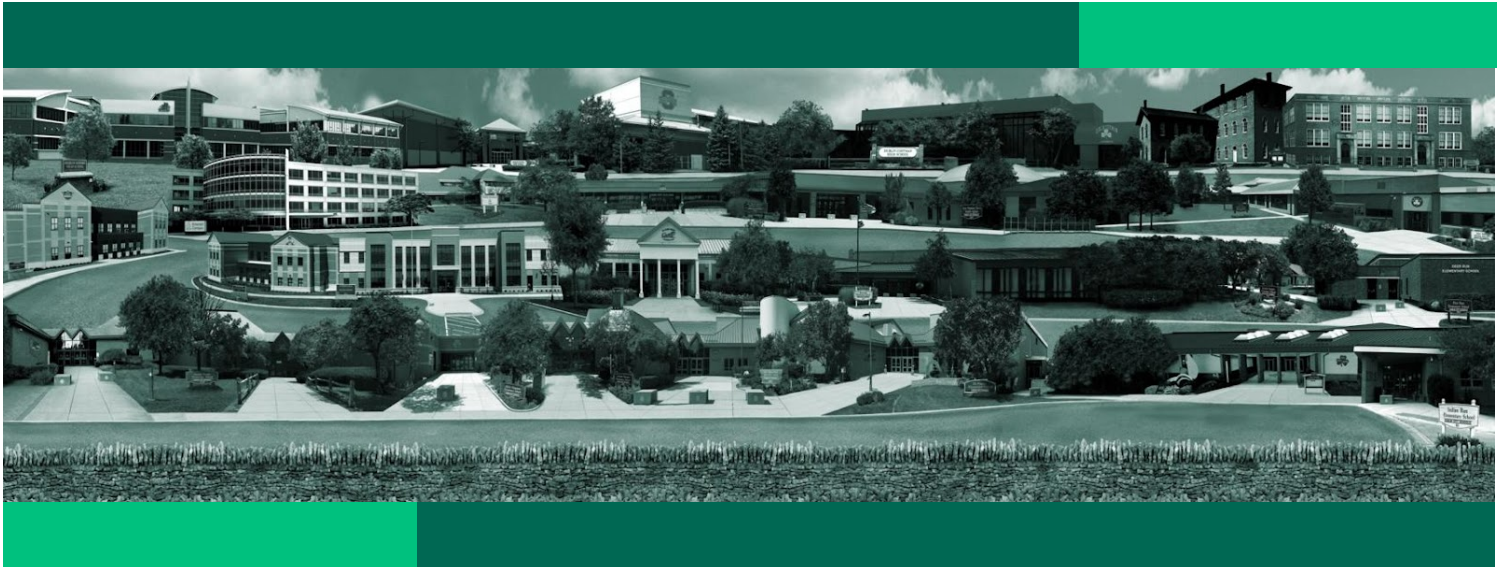




DUBLIN
CITY SCHOOLS

Elementary Family Handbook 2024-2025

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Welcome!

Dear Students and Parents,

Welcome to Dublin City Schools! This handbook was written to help you understand the procedures and programs at your school. Please read it together and discuss. If you have any questions, please talk with your teacher or principal. We wish you a most successful school year.

We are so glad you are here!

Sincerely,
The Dublin Elementary School Principals

Mission

The Dublin City School District develops educator, family, and community partnerships to provide a personalized educational experience to prepare all students for success during their school journey and after graduation.

Vision

The Dublin City School District will ensure that every student is prepared for success.

Culture Playbook

A major focus for Dublin City Schools is culture. Our intentional focus on building a successful culture is critical as we work through the strategic planning process and master facility work. We know that culture is not built by what we proclaim, but is built by what we practice, permit, and promote. When it comes to the culture in Dublin City Schools, everything matters; when we build our culture, everyone has an impact.

Since August of 2021, we have been on a culture journey together. We started with a group of district and community leaders to identify the core values, the heart, of the school district. Through collaboration and dialogue, we identified three core values:

- **Take Responsibility - Own your attitude and actions**
- **Always Growing - Embrace the Journey**
- **Better Together - Think Team**

These values are our guidepost; our values provide alignment in all we do. We use these values as the focus of our Culture Playbook. Our playbook gives us a unique advantage. Building and sustaining the culture we desire requires intentional effort, planning and attention. Our core values provide the standards for how we behave towards each other, interact with our students, and partner with our families. Our success depends on collaborating and achieving in our diverse learning community.

There is tremendous power in alignment and common vocabulary. When we share a deep commitment to a common culture, we are engaged and energized. We are able to communicate about complex issues, navigate differences, and support each other on our learning journey. Our ultimate goal is to create a culture where everyone is consistently

engaged in the behaviors that help us prepare each individual student for success.

The Culture Playbook is only the beginning of our culture journey. We have a three-year professional development plan that supports our work. During the past school year, our administrative team and District leadership have engaged in the R-Factor training process. We must develop the skills to achieve results. Responding to life's events demands that we act with purpose. Our mindset and skill set, grounded in our values, are critical to our success. As a District, from our youngest students to our most experienced educators, we are focused on developing the skills that will prepare all for success in the future. We are, of course, focused on teaching academics to each student. Alongside teaching the academic standards, we align our instruction to teach self-discipline, personal responsibility, growth mindset, and teamwork. We celebrate our diversity and connection through collaboration.

Board of Education

Mrs. Lindsay Gillis (President)
Mr. Chris Valentine (Vice President)
Mrs. Tiffany deSilva
Mrs. Diana Rigby
Mrs. Amy Messick

Your Board of Education is comprised of five members, elected to a term of four (4) years by the residents of the school district. Dates, times, and locations of the regular meetings of the Board of Education are set at the organizational meeting in January. See the District's website, www.dublinschools.net for dates, times, and locations of board meetings. All community members are invited to attend.

Administrative Team – Executive Cabinet and Directors

Dr. John Marschhausen	Superintendent
Mr. Brian Kern	Treasurer
Dr. Jennifer Schwanke	Deputy Superintendent
Mr. Chris Ondrus	Executive Director of Student Services
Mr. Bryan Buoni	Executive Director of Human Resources
Mrs. Lori Marple	Executive Director of Curriculum and Instruction
Mr. Jeff Stark	Chief Operating Officer
Mr. Tyler Wolfe	Director of Student Wellness
Mr. Michael Uling	Director of Secondary Building Leadership & Professional Development
Mrs. Samantha Althouse	Director of Elementary Building Leadership & Professional Development
Ms. Cassie Dietrich	Public Information Officer

Administrative Building

5175 Emerald Parkway

Dublin, Ohio

Ph: (614) 764-5913

Fax: (614) 761-5899

Transportation Garage
6371 Shier-Rings Road
Dublin, OH 43016
(614) 764-5926
Coordinator of Transportation: Mr. Brian Killian

Elementary Schools

Mary Emma BAILEY ELEMENTARY
4900 Brandonway Drive
Dublin, OH 43017
(614) 717-6611
Principal: Mr. Shawn Ritter
Administrative Intern: Mrs. Brittany Saffell

Albert CHAPMAN ELEMENTARY
8450 Sawmill Road
Powell, OH 43065
(614) 761-5864
Principal: Mr. Scott Zeoli
Assistant Principal: Mrs. Katelyn Brundrett

DEER RUN ELEMENTARY
8815 Manley Road
Dublin, OH 43017
(614) 764-5932
Principal: Dr. Porsha Robinson

Abraham DEPP ELEMENTARY
9001 Gardenia Drive
Plain City, OH 43064
(614) 873-0379
Principal: Mr. Troy Ehrsam
Assistant Principal: Mr. Burt Stellars

GLACIER RIDGE ELEMENTARY
7175 Glacier Ridge Boulevard
Dublin, OH 43017
(614) 733-0012
Principal: Dr. Peter Kurty
Administrative Intern: Mrs. Lisa Orem

HOPEWELL ELEMENTARY
4303 Bright Road
Dublin, OH 43016
(614) 717-6617
Principal: Mrs. Susann Wittig
Assistant Principal: Mrs. Sarah Wilcox

INDIAN RUN ELEMENTARY
80 West Bridge Street
Dublin, OH 43017
(614) 764-5928
Principal: Mr. Marty Assmann
Administrative Intern: Mrs. Cristina Taylor

OLDE SAWMILL ELEMENTARY
2485 Olde Sawmill Blvd.
Dublin, OH 43016
(614) 764-5936
Principal: Mrs. Martha Barley
Assistant Principal: Mr. Nicholas Bertrams

Eli PINNEY ELEMENTARY
9989 Concord Road
Dublin, Ohio 43017
(614) 798-3570
Principal: Mr. Joshua Page
Administrative Intern: Mrs. Jessica Burrey

RIVERSIDE ELEMENTARY
3260 Riverside Green Drive
Dublin, OH 43017
(614) 764-5940
Principal: Mrs. Jaclyn Palone
Administrative Intern: Mrs. Erin Friedman

SCOTTISH CORNERS ELEMENTARY
5950 Sells Mill Drive
Dublin, OH 43017
(614) 764-5963
Principal: Ms. Lauren Windham
Administrative Intern: Mrs. Kelly Sabo

Griffith THOMAS ELEMENTARY
4671 Tuttle Road
Dublin, OH 43016
(614) 764-5970
Principal: Mrs. Melissa Garris
Assistant Principal: Mrs. Kellie Axelband

Daniel WRIGHT ELEMENTARY
2335 West Case Road
Columbus, OH 43235
(614) 538-0464
Principal: Mr. Lucas Bauer
Principal: Mrs. Julie Alloway
Administrative Intern: Mrs. Katie Sikora

WYANDOT ELEMENTARY
5620 Dublinshire Drive
Dublin, OH 43017
(614) 761-5840
Principal: Mrs. Renae Schwartz
Administrative Intern: Mrs. Amber Brown

Calendar



Board Approved: January 24, 2022
Revised: April 24, 2023

2024-2025 School Year

August 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-14 Work/PD days for staff
15 First day for K-12 students
15-16 Kindergarten phase-in days
21 First Day for Preschool

September 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 No School, Labor Day

October 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

18 No School, Flex Work Day / Professional Development Day
17 End of the 1st nine weeks

November 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

5 No School / Staff PD Day / Waiver Day
27 No School, Teacher Conference Comp Day
28-29 No School, Thanksgiving Break

December 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 End of the 1st semester
23-31 No School, Winter Break

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-3 No School, Winter Break
6 No School, Staff Work Day
20 No School, MLK Day

February 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

14 No School, Staff PD Day
17 No School, Presidents' Day

March 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 End of the 3rd nine weeks
24-28 No School, Spring Break

April 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 No School, Teacher Conference Comp Day

May 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

15 Last day for Preschool
21 Last day for Seniors
22 Last day for Kindergarten
23 Last day for students (grades 1-11, A.M. only)
23 End of the 2nd semester
23 Last day for staff
25 Graduation

June 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Notes:

1st quarter 45 days
2nd quarter 42 days (including Nov 5 Waiver day)
3rd quarter 46 days
4th quarter 44 days

Student/Parent Rights

Equal Education Opportunity

The Board of Education declares it to be the policy of this district to provide an equal opportunity for all students, regardless of race, color, disability, religion, sex, ancestry, age, national origin, place of residence within the boundaries of the district, or social or economic background, to learn through the curriculum offered in this district.

Any person who believes that the school or any staff person has discriminated against a student has the right to file a complaint. A formal complaint can be made in writing to the school district's Civil Rights Coordinators or District Section 504/ADA Compliance Officer at: Dublin City Schools, 5175 Emerald Parkway, Dublin, OH 43017, phone (614) 764-5913. Julie Moses and Michael Blake, Coordinators of Human Resources, are the district's Civil Rights Coordinators. The following individual serves as the District Section 504/ADA Compliance Officer: Chris Ondrus (elementary and secondary schools; ondrus_chris@dublinschools.net).

Any complaint will be investigated and a response, in writing, will be given to the concerned person within 15 days. The Civil Rights Coordinator and District Section 504/ADA Compliance Officer can provide additional information concerning access to equal education opportunities. Under no circumstances will the district threaten or retaliate against anyone who raises or files a complaint.

Notification to Parents Regarding Student Records / FERPA

(See related Policy #8330, "Student Records")

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over eighteen (18) years of age ("adult students" or "eligible students") certain rights with respect to the student's education records. On November 12, 2009, the Board of Education adopted a policy regarding the disclosure of education records and the rights of parents and students to access education records. Copies of this policy and related guidelines are located in all school buildings and individual copies are available from the District's Records Officer ("DRO"). The DRO is responsible for the supervision of student records in the school and his/her office is located at 7060 Coffman Road Dublin, Ohio or s/he can be reached by calling 614-760-4359.

Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, an adult student and those authorized by State and Federal law and Board policy/guidelines. State and Federal law permits access by school officials who have a legitimate educational purpose. School officials for purpose of the Board's policy include a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, insurance carrier, medical consultant, or supplemental education service provider); a contractor, consultant, volunteer or other party to whom the Board had outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers). An individual will have a "legitimate educational purpose" if the record is necessary in order for the school official/employee to perform an administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) be utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

In addition to school officials with a legitimate educational purpose, the Board may disclose personally identifiable information from the education records of a student without obtaining prior written consent of the parents or the

eligible student:

- A. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 C.F.R. 99.34.
- B. To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U. S. Secretary of Education, or State and local educational authorities, such as the Ohio Department of Education and Workforce and Workforce. Disclosures under this provision may be made, subject to the requirements of 34 C.F.R. 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.
- C. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- D. To organizations conducting studies for, or on behalf of, the school, in order to: (1) develop, validate, or administer predictive tests; (2) administer student aid programs; or (3) improve instruction.
- E. To accrediting organizations to carry out their accrediting functions.
- F. To parents of an eligible student if the student is a dependent for IRS tax purposes.
- G. To comply with a judicial order or lawfully issued subpoena.
- H. To State and local officials or authorities in the juvenile justice system as it pertains to the system's ability to effectively serve, prior to adjudication, the student whose records were released, upon certification that the information will not be unlawfully released to third parties.
- I. To appropriate officials in connection with a health or safety emergency.
- J. Information the school has designated as "directory information," as defined below, and subject to the restrictions explained below.

A parent or adult student has the right to:

- A. Inspect and review the student's education records within forty-five (45) days after the school receives a request for access or within such shorter period as may be applicable to students with disabilities. The school has a form that can be used to submit such a request. The school principal is considered the Custodian of Records ("COR") and will notify the parent or adult student of the time and place where the records can be inspected. Parents and adult students are not permitted to inspect and review the education records of other students. If there is a valid reason why a parent or adult student cannot personally inspect and review a student's education records, or if the parent or adult student specifically requests copies of education records, the COR may arrange for copies of the requested records to be delivered to the parent or adult student directly. The Board may charge a reasonable fee for the copying of records, which may be waived under circumstances of unusual hardship.
- B. Request the amendment of the student's education records if the parent or adult student believes the record is inaccurate, misleading, or otherwise in violation of the student's privacy rights. Parents or adult students who believe that a change is necessary should ask the COR to correct the record. Such a request

should be made in writing and should identify the part of the record they want changed, and specify why it should be changed. If the record is not changed to the parent's or adult student's satisfaction or if the COR informs the parent or adult student that the record does not appear to be misleading, inaccurate, or in violation of any privacy right, the parent or adult student will be informed of his/her right to request a hearing. The parent or adult student may submit a written request for a hearing. A hearing officer who will submit his/her findings to the Superintendent will conduct the hearing. The Superintendent will make the final decision concerning whether to change the record. A parent or student who remains dissatisfied with the final decision of the Superintendent may request that an explanatory statement be placed in the student's file explaining the basis for the disagreement. The school has a form that may be used to identify which information in the record the parent or adult student believes is inaccurate, misleading, or a violation of the student's privacy rights, and to specify why it is inappropriate.

- C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that Federal and/or State law authorizes disclosure without consent (e.g. disclosure to school officials with legitimate educational interests). The school's AG 8330 describes those exceptions and is available upon request. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
- D. Challenge the Board's noncompliance with a parent's request to amend the records through a hearing. If the COR decides not to amend the record, the parent or adult student will be so notified and provided the opportunity for a hearing. Additional information concerning the hearing will be provided when the individual is notified of the opportunity for a hearing. (See paragraph B above).
- E. Obtain a copy of the District's policy and administrative guideline on student records (Policy 8330 and AG 8330).

Directory Information

Both FERPA and Ohio's Student Privacy Law (R.C. 3319.321) require that the Board, with certain exceptions, obtain a parent or adult student's written consent prior to the disclosure of personally identifiable information about a student. However, the Board may disclose appropriately designated "directory information" without written consent, unless the parent or adult student advises the Board to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Board to include this type of information in certain school publications. Examples include: a playbill, showing a student's role in a drama/musical production; the annual yearbook; honor roll or other recognition lists; graduation programs and sports activity sheets (e.g. showing weight and height of team members). Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's or adult student's prior written consent. In addition, two (2) Federal laws require the District to provide military recruiters, upon request, with three (3) directory information categories, names, addresses, and telephone listings – unless parents or adult students have advised the District that they do not want their student's information disclosed without their prior written consent.

Each year the District will provide public notice to students and their parents of its intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; address; phone number; date and place of birth; major field of study; participation in officially-recognized extra-curricular activities and sports; height and weight, if a member of an athletic team; dates of attendance; (not including specific daily records of a student's attendance); date of graduation; and honors and awards including honor rolls and scholarships.

The District will make the above information available upon a legitimate request unless a parent, guardian, or adult student notifies the school in writing within ten (10) days (refer to Policy 8330) from the date of this notification that s/he will not permit distribution of any or all such information.

Parents or eligible students who choose to prohibit the Board from disclosing any or all such directory information may not prevent the Board from requiring a student to wear, publicly display, or disclose a student ID card or badge that exhibits directory information. Students enrolled in online courses or programs sponsored or conducted by the Board must disclose or permit the disclosure of the student's name, identifier, or school email address in a class in which the student is enrolled.

Specific Events/Activities

The Protection of Pupil Rights Amendment (“PPRA”) requires the Board to notify parents and eligible students and obtain consent to allow parents or eligible students to opt the student out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one (1) or more of the following eight (8) areas (“protected information surveys”):

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other with whom respondents have close family relationship;
6. Legally recognized privileged relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or the student’s parent, and/or;
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings.

Parents have the right to inspect upon request a survey created by a third party before the survey is administered or distributed by the school to its students. See Board Policy 2416 concerning the procedures for making such a request.

Parents have the right to inspect upon request any instrument used in the collection of personal information from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose) before the instrument is administered or distributed to the students. See Board Policy 2416 concerning the procedures for making such a request.

Parents have the right to inspect upon request any instructional material used as a part of the educational curriculum for their student. See Board Policy 2416 for the procedures for making such a request.

Any parent or student who believes that the school district has failed to comply with the Family Education Rights and Privacy Act (“FERPA”) or the Protection of Pupil Rights Amendment (“PPRA”), may file a complaint directly with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

This Notice will be transmitted to disabled parents and students or to non-English speaking parents and students in a format designed to accommodate their disability or in their native language. Call the Office of the Superintendent at 614-764-5913 for assistance and information.

Procedural Information and Rights – Students and Parents (AG 2260.01b)

[Please check the website, www.dublinschools.net, for any possible revisions to this administrative guideline made during the school year.]

The Superintendent establishes these administrative guidelines for the identification, evaluation, and educational programming and placement of students with disabilities who qualify under Section 504/ADA. These guidelines, along with AG 2260.01B, further fulfill the Board's directive to adopt a system of procedural safeguards that includes the right to have a due process hearing.

Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504") prohibit discrimination against qualified persons with a disability in any program or activity receiving Federal financial assistance. No discrimination against any qualified person with a disability will be knowingly permitted in any of the programs, activities, and/or practices in the District.

The following individuals are designated to serve as the District’s 504 Compliance Officers/ADA Coordinators (hereinafter referred to as the "District Compliance Officers"):

Chris Ondrus
Executive Director of Student Services
614-764-5913
5175 Emerald Parkway
Dublin, OH 43017
ondrus_chris@dublinschools.net

Samantha Althouse
Director of Elementary Building Leadership & Professional Development
614-764-5913
5175 Emerald Parkway
Dublin, OH 43017
althouse_samantha@dublinschools.net

Mike Ulring
Director of Secondary Building Leadership & Professional Development
614-764-5913
5175 Emerald Parkway
Dublin, OH 43017
ulring_mike@dublinschools.net

Building Principals shall serve as Building Section 504/ADA Compliance Officers (Building Compliance Officers). They are responsible for arranging annual reviews and three (3)-year eligibility meetings, and for investigating at the first step any student or parent complaints of an alleged violation, misapplication, or misinterpretation of Section 504/Title II of the ADA.

A person with a disability is anyone who:

- A. has a physical or mental impairment that substantially limits one (1) or more major life activities;
- B. has a record of (i.e., has a history of, or has been misclassified as having) a physical or mental impairment that substantially limits one (1) or more major life activities; or
- C. is regarded as having a physical or mental impairment that substantially limits one (1) or more major life activities (i.e., has a physical or mental impairment that does not substantially limit major life activities but is treated by the District as constituting such a limitation, or has a physical or mental impairment that substantially limits major life activities only as a result of the attitude of others toward such impairment, or has none of the physical or mental impairments recognized by Section 504 but is treated as having such an impairment).

Major life activities include, but are not limited to, functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

Physical or mental impairment means:

- A. any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one (1) or more of the following body systems:
 - 1. neurological;
 - 2. musculoskeletal;
 - 3. special sense organs;
 - 4. respiratory, including speech organs;

5. cardiovascular;
6. reproductive;
7. digestive;
8. genito-urinary;
9. hemic and lymphatic;
10. skin;
11. endocrine.

- B. any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Physical or mental impairments that are episodic in nature or in remission may constitute a disability for the purposes of Section 504/ADA if the impairment would substantially limit a major life activity when active, such as asthma, allergies, or cancer.

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

Individual with a disability does not include the following (i.e., Section 504 specifically excludes):

- A. individuals who are currently engaging in the illegal use of drugs, when the District acts on the basis of such use;
- B. an individual on the basis of homosexuality or bisexuality;
- C. an individual on the basis of:
 1. transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from a physical impairment or other sexual behavior disorders;
 2. compulsive gambling, kleptomania, or pyromania; or
 3. psychoactive substance use disorders resulting from current illegal use of drugs.

Individual with a disability includes an individual who:

- A. has successfully completed a supervised drug rehabilitation program and is no longer engaging in the illegal use of drugs, or has otherwise been rehabilitated successfully and is no longer engaging in such use;
- B. is participating in a supervised rehabilitation program and is no longer engaging in such use; or
- C. is erroneously regarded as engaging in the illegal use of drugs, but is not engaging in such use.

Notwithstanding the preceding, for purposes of programs and activities providing educational services, the District may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against students who are not individuals with disabilities.

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities (i.e., students who have a physical or mental impairment that substantially limits one (1) or more major life activities). Said education shall entail the provision of regular or special education and

related aides and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities an equal opportunity to participate in such services and activities. Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions would impose an undue financial burden, or would alter the fundamental nature or purpose of the service or activity. A determination that a particular accommodation/modification/intervention would constitute an undue burden must be made by the Superintendent or designee after considering all resources available for use in the funding and operation of the service or activity and must be accompanied by a written statement of the reasons for reaching that conclusion. In the event the Superintendent or designee determines that an undue burden would result, the District will take any other action that would not result in such burden but would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

If a parent disagrees with a determination made by the District's professional staff concerning the identification, evaluation, or placement of a student with a disability, the parent may request a hearing before an impartial hearing officer that is not employed by the District (see AG 2260.01B).

Alternatively, the parent may file an internal complaint (see Policy 2260.01). A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and the parent does not waive that right if the parent first opts to try to resolve their dispute through the internal complaint process.

Procedures Applicable to Section 504 Referrals/Evaluations/Plans

Annually the District will undertake to identify and locate every qualified person with a disability residing in the District who is not receiving a public education and notify the person and their parents or guardians of the District's duties and responsibilities under Section 504.

Referral

Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals) at any time.

Generally, a staff member should refer a student for an evaluation under Section 504 if the staff member suspects that the student not only has a mental or physical impairment but also suspects an impairment which substantially limits one or more major life activities. Examples:

- A. A teacher knows only that a student has asthma, without any other information. Refer? No.
- B. A teacher knows that a student has asthma and has an inhaler that is kept in the nurse's office that the student occasionally uses, without any other information. Refer? No.
- C. A teacher knows that a student has asthma, uses an inhaler in school, is frequently absent for asthma-related illnesses, and is having trouble in the gym. Refer? Yes.

Assessment/Evaluation

Upon receipt of a Suspected Disability Referral Form, the Building Compliance Officer will notify the appropriate 504 Case Manager/Psychologist who will collect all relevant information on the student (e.g., medical reports, grade cards/report cards, school history, disciplinary action, etc.) to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one (1) or more major life activities.

The 504 Case Manager/Psychologist should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed,

written parental consent shall be obtained within thirty (30) calendar days of the referral for an evaluation and a copy of the Notice of Section 504/ADA Procedural Information and Rights (Form 2260.01A F3) sent to the parents.

The evaluation must be sufficient to accurately and completely assess the nature and extent of the disability, and the recommended services and/or accommodations. Evaluations that are more limited than a full special education evaluation may be adequate in some circumstances. The evaluation or review of assessment information should include consideration of any behaviors that interfere with the otherwise qualified student's regular participation in the educational program and/or activities.

If the District does not suspect that a student has a mental or physical impairment that substantially limits one (1) or more major life activities and therefore determines not to evaluate, it will notify the parents/guardian of that decision through the issuance of a prior written notice and provide them with a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Before any action is taken with respect to Section 504 accommodations for a student with a disability, an evaluation shall be conducted or assessment information reviewed to determine if the student is disabled under Section 504. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The assessment information may include, but will not be limited to, medical reports that document a physical/mental impairment, aptitude and achievement test scores, teacher observations and recommendations, and other data, including information on social or cultural background and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered. Additionally, if an evaluation is conducted, the Building Compliance Officer, in conjunction with the designated 504 Case Manager/Psychologist is responsible for verifying that:

- A. tests and other evaluation materials have been validated for the specific purpose for which they are used and are administered by trained personnel in conformance with the instructions provided by their producer;
- B. tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient; and
- C. tests are selected and administered so that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

Re-Evaluations

Re-evaluations are not required at specific intervals; however, assessments will be updated so that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three (3) years appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re-evaluation is needed, parents will be sent prior notice and a copy of the Notice of Section 504/ADA Procedural Information and Rights. Consistent with initial evaluations, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

Eligibility Determination

Within a reasonable period of time (generally no more than sixty (60) calendar days), the Building Compliance Officer will convene a Section 504 conference. The student's parents will be sent a letter inviting them to attend and participate in the 504 conference. The letter to the parents should be sent at least seven (7) calendar days prior to the conference.

Parents will also be sent a copy of the Notice of Section 504/ADA Procedural Information Rights. The team shall be composed of persons knowledgeable about the child, the meaning of the evaluation data, and the placement options, and should at a minimum include the Building Compliance Officer, the designated 504 Case Manager/Psychologist, and the parents. The team may also include general education teacher(s), student, guidance counselor, school psychologist, the District's Health Coordinator, school nurse, Coordinator of Student Services/Special Education, and other persons with knowledge of the student or the suspected disability, and any other individual the parents may wish to bring to the conference. The purpose of the conference is to discuss the information gathered, determine

whether the student (1) is eligible for protection under Section 504/ADA, (2) has a disability that makes the student eligible for specialized services and/or accommodations/modifications/interventions under Section 504 (i.e. review the physical or mental impairment and determine whether it substantially limits one or more major life activities), and, if so, determine whether the student requires specialized services and/or accommodations/modifications/interventions in order to receive a free appropriate public education ("FAPE") and to access the District's programs and activities on an equal basis to students without disabilities.

The 504 Case Manager/Psychologist will serve as the Chairperson of the Section 504 conference. The Chairperson has the following responsibilities:

- A. at each Section 504 Conference, to verbally explain and offer a written copy of the Notice of Section 504/ADA Procedural Information and Rights;
- B. gather information;
- C. organize the presentation of the data;
- D. coordinate the deliberation of Section 504 eligibility:
 - 1. Does the student have a physical or mental impairment?
 - 2. Does that impairment "substantially limit one (1) or more major life activities"?
 - 3. Does the team have the data to justify a disability determination?
 - 4. Is the student a qualified individual with disabilities within the meaning of Section 504?

At the Section 504 conference, the team will determine the needs, accommodations/modifications/interventions, services and placement for the student, which may include, but are not limited to:

- A. adjusting testing procedures;
- B. individualize classroom assignments, homework;
- C. provide staff interventions;
- D. utilize assistive technology;
- E. provide a buddy to take notes;
- F. provide an interpreter (for students or adults);
- G. modify materials;
- H. modify the student's day;
- I. facilitate or modify parents/student/teacher/staff communication;
- J. modify school procedures (e.g., provide additional time for passing between classes, adjust transportation, or approve early dismissal);
- K. develop and implement appropriate medical plans (e.g. emergency, asthma, seizure, or allergy plans) for eligible students whose physical or mental impairment impacts a major life activity other than learning. The medical plans shall be incorporated into the Section 504 Plan.
The accommodations/modifications/interventions and/or services will be individualized to meet the needs of the student.

In interpreting data and making eligibility decisions, the District will draw upon information from a variety of sources, including aptitude and achievement tests, teacher observations and recommendations, medical reports that document a physical/mental condition, social or cultural background, and adaptive behavior. The information obtained from all such sources shall be documented and carefully considered.

Possible Outcomes of the Section 504 Conference

- A. Student is eligible for a Section 504 Plan. The team documents this determination on the Section 504 Summary Evaluation Report. Section 504 Plan is developed by the team. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights.
- B. Student is ineligible for a Section 504 Plan. The team documents this determination on the Section 504 Summary Evaluation Report. Parents will be given a copy of the Notice of Section 504/ADA Procedural Information and Rights.
 - 1. The team determines if the student needs interventions pursuant to a RtI Plan. If the team is determined to be appropriate, the RtI will develop strategies to provide necessary interventions. The interventions should be documented on RtI paperwork. A copy of the RtI plan should be filed in the student's cumulative record folder. A copy of the RtI plan is NOT required to be sent to the District Compliance Officer.
 - 2. Student will be served appropriately in the regular education program without written interventions.
- C. The team determines that it needs to collect more information before making an eligibility determination.

The Summary Evaluation Report shall reflect the determination on the issue of whether the student has been identified as disabled under Section 504. This document should be reviewed periodically.

Section 504 Plan

If a student has a physical or mental impairment that substantially limits one (1) or more major life activities, and the team determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive FAPE and to access the District's programs and activities on an equal basis to students without disabilities, the team will develop and complete the Section 504 Plan. Aside from the description of the student's disability and the special education or related services and aides needed, the Plan will specify how the student will be provided FAPE. The Plan will specify the accommodations/modifications/interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The Section 504 Plan should be signed by the members of the team, including the parents. A copy of the Plan will be sent to the District's Compliance Officer and the Building Compliance Officer as soon as possible. A copy of the Plan also will be placed in the student's 504 folder and given to school personnel who work with the student. If the parents are present, the Building Compliance Officer will request written permission from the parents to implement the Section 504 Plan. For initial plans, parent consent is required prior to implementation by the District. If the parents do not attend the meeting to develop a Section 504 Plan, the District will make reasonable efforts to obtain parental input prior to finalizing the plan and (a) submitting the Plan to parents for consent or (b) implementing a subsequent Plan. After parents consent to the initial Section 504 Plan, the District may implement subsequent plans without written parental consent, but the parents must be provided with a copy of the Notice of Section 504/ADA Procedural Information and Rights that explains their right to challenge the District's actions. Regardless of whether it is an initial or subsequent plan a copy of the Plan must be sent to the student's parents.

With respect to Section 504 Plans, the designated 504 Case Manager/Psychologist is responsible for:

- A. informing staff that the Section 504 Plan is a legal document;
- B. writing and distributing the Section 504 Plan;
- C. encouraging staff to request a 504 review if they are concerned about or unable to follow the Section 504 plan;
- D. ensuring that reviews of Section 504 plans are held annually and that the results of the annual review are sent to the District Compliance Officer.

Upon completion of the Section 504 Plan, the Building Compliance Officer should follow the Additional Procedures Applicable to Students with Section 504 Plans (see below).

Additional Procedures Applicable to Students with Section 504 Plans

A. Prior to the beginning of each school year:

1. The Building Compliance Officer or designee is responsible for identifying the students in their building who have had Section 504 Plans in the past and designating a 504 Case Manager.
2. The designated 504 Case Manager or designee is responsible for obtaining a copy of the previous school year's Section 504 Plans and distributing them to all appropriate staff members.

B. During the school year:

1. The Building Compliance Officer must notify the student's parents that the team needs to meet to review the Section 504 Plan and to determine whether it is still necessary/appropriate for the new school year.
2. The Building Compliance Officer must schedule a team meeting to formulate a Section 504 Plan for the student for the new school year. The Section 504 Plan Review form must be completed at the meeting. The team, including the parents, is charged with deciding whether to continue the existing Plan, discontinue the current Plan, or develop a new Plan.
3. If there is an "active" Section 504 Plan, a copy of the Plan needs to be forwarded to the appropriate District Compliance Officer each year and a copy of the Plan placed in the student's 504 folder.
4. Updated copies of the student's Section 504 Plan will be distributed to all of the student's teachers after review by the 504 Case Manager.

C. During the school year:

The Section 504 Plan can be reviewed by the team at any time if concerns develop as to the appropriateness of the specialized services and/or accommodations/modifications/interventions being used with the student. This review can be initiated by staff or parents.

D. Procedural Safeguards:

Any time the written results of a team meeting are provided to a student's parents, they should also be offered a copy of the Notice of Section 504/ADA Procedural Information and Rights.

Parents' Options If They Disagree with the District's Identification, Evaluation and/or Placement of Their Child

The parents may challenge the actions of the team regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. See AG 2260.01B - Section 504/ADA Parents' Procedural Rights, including Due Process Hearing. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, the parent may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the District's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other educational decisions so long as the District complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

Facilities

With regard to accessibility of facilities, the District will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its

programs and activities accessible to persons with disabilities. In choosing among available methods for meeting its obligations, the District will serve persons with disabilities in the most integrated setting appropriate.

(End of AG 2260.01b)

Homeless Students

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition programs. Homeless students will not be denied enrollment based on lack of proof of residency. For additional information, contact the liaison for Homeless Students at 614-760-6000.

Multicultural/Inclusionary Education (Policy 2211)

[Please check the website, www.dublinschools.net, for any possible revisions to this policy made during the school year.]

Throughout the history of our nation, the concept of people of many and varied cultures and backgrounds living and working together to build a better America has been a symbol of pride and hope. The pluralism of cultures has been an essential ingredient in the development of our society and is reflected in the public schools. Historically, the school curriculum reflected most strongly the culture of the majority. However, to help students understand themselves and others, to appreciate and value strengths, weaknesses, likenesses, and differences in all people, the school curriculum and all instructional materials should reflect an inclusionary perspective.

The concept of pluralism has been traditionally described by the use of a term called “multicultural education.” The Dublin City Board of Education believes that the idea of pluralism is larger and more encompassing than multicultural education, and should be expanded to focus on an inclusionary philosophy of education.

Inclusion is a philosophy whereby our district staff should promote equity and access for all students regardless of race, color, religion, ancestry, ethnicity, national origin, gender, disability, economic status, and/or learning styles.

The Dublin City Schools Board of Education believes and declares that:

- Multicultural/Inclusionary Education is of vital importance to the process of:
 - The personal development of all students and staff;
 - The achievement of harmony within our community;
 - The stability and success of our nation.
- Infusion of specific content throughout the Dublin City Schools’ curriculum will promote acceptance, understanding, cooperation, and appreciation of diverse groups of people. It challenges and rejects all forms of illegal discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender) that students, their communities, and teachers represent.
- Administrators, teachers, and other support staff should receive professional development training, which will enable them to foster understanding, acceptance, and positive relations among people of different backgrounds.

A philosophy of education that supports inclusionary practices can only be developed through a total school and community commitment toward providing students with educational experiences that will prepare them for leadership in the 21st century.

(End of Policy 2211)

Public Concerns/Complaints

From time to time concerns regarding the school will arise. Dublin Schools welcome constructive criticism, believing it can improve the quality of program and in meeting individual student needs more effectively.

Persons with concerns are asked to try to resolve the matter as near the source as possible. When additional help is needed, following the usual channels of authority is appropriate within the school.

The district does maintain policies regarding public concerns/complaints about the school for those problems not resolvable at the school building level and requiring Central Office or Board of Education involvement. Copies of Policy and Guideline 9130 may be obtained from your building, our web site, or from the Superintendent's office.

School Operations

The School Day

School Hours

Regular Day

9:00 a.m. Students may enter buildings & go to classrooms
9:10 a.m. Classes begin
3:40 p.m. Dismissal

9:10 a.m. AM Kindergarten classes begin
11:50 a.m. AM Kindergarten dismissal
1:00 p.m. PM Kindergarten classes begin
3:40 p.m. PM Kindergarten dismissal

9:10 a.m. AM Extended ELI classes begin
1:00 p.m. PM Extended ELI classes begin

8:45 a.m. AM Preschool classes begin
11:15 a.m. AM Preschool dismissal
12:45 p.m. PM Preschool classes begin
3:15 p.m. PM Preschool dismissal

Two-Hour Delay

11:00 a.m.
11:10 a.m.
3:40 p.m.

No a.m. Kindergarten

1:00 p.m.
3:40 p.m.

11:10 a.m.
1:00 p.m.

No a.m. Preschool

12:45 p.m.
3:15 p.m.

There will be no District staff supervision of students until 9:00 a.m. or after 3:40 p.m. However, the Dublin Latchkey program is an option for parents who need supervision for their child. Dublin Latchkey operates independently from Dublin City Schools as a non-profit organization, though they do utilize the facilities of Dublin City Schools. Dublin Latchkey can be reached at (614) 793-0871.

Arriving at School

Buses

Students are eligible for busing if they live one mile beyond the location of the child's elementary school. If a student is eligible for busing, the bus number, pickup/drop-off times, and the location of the bus stop will be listed on the district website (www.dublinschools.net) under "FAMILIES."

Note that regardless of their residence, AM kindergarten students are bused home from school; PM kindergarten students are bused to school.

Walking, riding bikes, or arriving by parent drop-off

There are certain expectations for students who choose to walk, ride bikes, or be dropped off by a parent or guardian.

1. In the morning, students should not arrive before 9:00 a.m. Students will not be permitted to enter the building until 9:00 a.m.
2. At some Dublin Elementary Schools, crossing guards will be on duty before school at 8:55 a.m. and after school at 3:35 p.m. to help students safely cross intersections. Students should not pass these positions unless a crossing guard is on duty.
3. Students should cross the street only at crosswalks and after looking both ways. Please note that there are no mid-day crossing guards for kindergarteners.
4. For safety reasons, students are not permitted to rollerblade or skateboard on school property. Bikes are permitted and can be secured in the bike racks outside the school.
5. Parents should take the time to review basic safety rules with their children, particularly regarding any interactions with strangers on their way to and from school.
6. If a parent plans to bring a child to school, we encourage you to check with your individual school to

determine drop-off procedures.

Breakfast/Lunch

Dublin Elementary Schools participate in the National School Lunch Program (NSLP) and the National School Breakfast Program (NSBP), which are governed by the USDA. The breakfast and lunch programs base choices on the 2010 Dietary Guidelines for Americans. The new Dietary Guidelines for Americans, 2010, focuses on balancing calories (fewer calories taken in and more burned with physical activity), and encourages Americans to consume more healthy foods like vegetables, fruits, whole grains, fat-free and low-fat dairy products, a variety of seafood, and to consume less sodium, saturated and trans-fats, added sugars, and refined grains. You can find further information on menu, nutrition, payment options, and free/reduced meals by going to the Dublin City Schools home page (<http://www.dublinschools.net>) and following the Departments link to Food Services.

If your child wishes to purchase lunch, you may put money on your child's lunch account online by going to our district website (www.dublinschools.net) and clicking "FAMILIES", then clicking on "PaySchools (Lunch Accounts)" to be transferred to PaySchools Central website. You may also send money into the school with your child, and it will be added to the account by the kitchen staff.

Students may also pack a lunch and purchase milk from the cafeteria.

Dress Code

1. Goals

- Maintain a safe learning environment
- Allow students to wear clothing of their choice that is safe and comfortable
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or drugs.
- Ensure that students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, and personal style.

2. Dress Code Responsibilities

- The primary responsibility for a student's attire adhering to the school dress code resides with the student and parents or guardians.
- The school district and individual schools are responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

3. Dress Code Policy

- Students Must Wear
 - Shirt
 - Bottom: pants / sweatpants / shorts / skirt / dress / leggings
 - Shoes (activity-specific shoes are permitted...for example sports and P.E.)
- Examples of items Students May Wear
 - Religious Headwear
 - Hoodie Sweatshirts (with hoods down)
 - Fitted pants, including leggings, yoga pants, and "skinny jeans"
 - Ripped jeans as long as underwear is not exposed
 - Tank Tops (sleeveless blouses are OK, spaghetti straps are not)
 - Shorts (length and fit should be appropriate for school)
 - Athletic attire
- Items Students Cannot Wear
 - Violent language or images
 - Images depicting drug alcohol (or any illegal item or activity) or use of the same
 - Hate speech, profanity, or sexually explicit images

- Images or language that creates a hostile or intimidating environment based on any protected class.
- Visible Underwear (Visible waistbands or straps on undergarments worn under are not a violation)
- Headgear of any kind that obscures the face, this includes scarves, bandannas, etc.. (except as a religious observance)
- Sunglasses indoors

4. Dress Code Enforcement

- Enforcement should be consistent with a school's overall discipline plan. (Rule 22)
- Violations should be treated as minor on the continuum of school rule violations.
- Best practice would indicate that students do not miss academic instruction for violations that solely have to do with the dress code.
- Best practice would indicate that students are given "school clothing" as a last resort. When possible students should be allowed to use their own jackets, extra clothing, etc.. to resolve dress code issues or call parents to bring in appropriate clothing.
- No student population should be disproportionately affected by dress code enforcement because of gender, race, body size, or body maturity
- These guidelines are not to be considered all-inclusive. Administration reserves the right to deal with any apparel determined to be inappropriate.

***Acknowledgement is given to the *Oregon NOW Model School Dress Code* creators for inspiring language used in the Dublin City School Middle School Student Handbook.

Dress for Physical Education

All students are required to participate in physical education class. Failure to participate will result in a loss of points. If students are ill and cannot participate, they must secure a note from the school nurse or their parents. A doctor's excuse is required if the student is unable to participate due to physical limitations. Students are required to wear proper-footwear and are encouraged to wear appropriate clothing for physical activity. The students will have the opportunity to change clothes for PE class if they need or want to before and after class.

Note: Individual exceptions to the dress code are acceptable if authorized by the building principal or designee.

In addition, it is very important that students are dressed appropriately for the weather. During the winter months, we do our best to continue with outdoor recess, but it is important that students come with the appropriate hats, coats, and gloves.

There are times we must have lunch/recess indoors. The following guidelines help us determine if lunch/recess will be indoors or outdoors (all temperatures include the wind chill effect):

- 20 degrees or below – all lunch/recess will be indoors.
- 21 degrees and warmer – all recess will be outdoors.

Care of Property

The Board of Education believes that the schools should help students learn to respect property and develop feelings of pride in community institutions.

The Board charges each student with responsibility for the proper care of school property and the school supplies and equipment entrusted to their use.

Students who cause damage to school property shall be subject to disciplinary measures, and their parents shall be financially liable for such damage to the extent of the law.

The Board authorizes the imposition of fines for the loss, damage or destruction of school equipment, apparatus, musical instruments, library material, textbooks, and for damage to school buildings.

The District may report to the appropriate juvenile authorities any student whose damage of school property has been serious or chronic in nature.

A reward may be offered by the Board for the apprehension of any person who vandalizes school property.

The Board will assume no responsibility for any personal property that students bring on to District premises.

Personal Property at School

At times, a student may bring personal property to school to share with friends or to use in the classroom. The Board assumes no responsibility for any personal property brought to school. Each school has a Lost and Found that students and parents should check for any lost items. Unclaimed items are given to charity on a regular basis.

Parents are encouraged to clearly mark their children's coats, rainwear, sweaters, hats, gloves, boots, lunch boxes, backpacks, and other personal items so that they may be easily identified and may be easily returned if they are, in fact, misplaced.

School Safety

Student safety is the upmost priority for Dublin City Schools. The following procedures are in place to ensure student safety and effective, efficient communication to parents in the case of an emergency.

Parent Notification System

Our district utilizes a broadcast messaging and notification system to communicate with families. There are three channels within the system: phone call, email, and text message. Parents can update their contact information through the district website (www.dublinschools.net) by clicking "Families," then "Update Student Information."

In the event of an emergency, it is important that families and the community recognize that, if necessary, our priority is to contact first responders and secure our schools. We make every attempt to communicate with families as quickly as possible. Generally, we do not send broadcast messages for student medical emergencies, fire/tornado drills, or other situations where there is no threat to student or staff safety. First responder presence at a building does not necessarily indicate an emergency. Our first responders visit our schools regularly for drills, training, classroom visits, and more.

For large-scale incidents or dynamic situations, our district will defer to the Dublin Police Department for public communication. Parents and families are encouraged to follow the police department's social media channels, and our district will share the Department's messaging as it becomes available.

Others Ways to Find Emergency Updates:

Follow Dublin Police on Twitter: @DublinPolice

Follow Dublin City Schools on Facebook, Instagram, and Twitter: @DublinSchools

Visit these websites:
DublinOhioUSA.gov
YourDublinPolice.org
DublinSchools.net

Emergency Early Dismissal

Parents are encouraged to discuss a plan with their child in case of an emergency early dismissal. Emergency early dismissals will be communicated through the Parent Notification System as outlined above.

Emergency Procedures — Fire/Tornado/School Safety Drills

Each Dublin City School has thorough plans in place in the event of an emergency. These plans are filed with local and state emergency and government offices annually, and school officials conduct periodic safety drills to ensure

students and staff are knowledgeable of emergency practices.

Fire: Each elementary school complies with all fire safety laws and will conduct fire drills in accordance with state law. Specific instructions on how to proceed during a fire drill will be provided and practiced by students with their teachers, who will be responsible for the safe, prompt and orderly evacuation of the building.

Tornado: Tornado drills will be conducted during the tornado season using the procedures prescribed by the state of Ohio.

Safety: School safety drills will take place at intervals throughout the year. Staff provides students with strategies to utilize in the event there is an unsafe situation or individual in the school setting. As is any other emergency, students, staff, and guests will be expected follow the directions of the school officials.

Video Surveillance & Electronic Monitoring

In order to protect Board property, promote security and protect the health, welfare and safety of students, staff and visitors, the Board of Education authorizes the use of video surveillance and electronic monitoring equipment on school property, in school buildings and school buses. Information obtained through video surveillance/electronic monitoring may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct.

If information is not viewed for law enforcement, school or public safety purpose – it should be routinely erased according to a standard schedule (i.e., they will be maintained for a period of ten (10) calendar days). If information is viewed for law enforcement, school or public safety purposes, it must be retained for a minimum of one (1) year. Prior to destruction of it, the Chief Operating Officer should contact the Superintendent and/or Board Counsel.

For additional information please reference Board of Education Policy #7440.01 and Administrative Guideline #7440.01 – Video Surveillance and Electronic Monitoring.

Attendance

Daily Student Attendance

Dublin City Schools have a commitment to provide a formal quality education to its students. To achieve this goal, students must consistently be in attendance at school. Chronic absences or tardiness disrupts the learning process, and makeup work is not a sufficient substitute for physical attendance at school. For that reason, it is important that the school and home come together as partners to assure students achieve high attendance.

Compulsory Attendance

Section 3321.04 of the Ohio Revised Code provides that every parent or guardian must enroll a child in their care full-time in a school that conforms to the minimum standards prescribed by the State Board of Education. Such attendance must begin within the first week of the school term or within one week of the date on which the child begins to reside in the district.

The Ohio Revised Code classifies absence from school as excused or unexcused. The statutes governing school attendance are very specific and leave limited options for school authorities to excuse children from school. The following conditions constitute reasons for an excused absence from school:

1. Personal illness
2. Illness in the family necessitating the presence of the child
3. Quarantine of the home
4. Observance of Religious holidays/Absence for Religious reasons
5. Death of a relative (up to 5 school days)
6. Absence during the school day for professional appointments
7. Work at home due to absence of parents or guardians (must be over 14 years old)
8. Family emergency (up to 5 school days)

All other conditions for absence are considered unexcused.

It is the responsibility of the school, not the parent or guardian, to determine whether an absence is excused or unexcused.

Absences

If a student is absent from school, a parent must call or email the school attendance office by 9:15 a.m. to report their child's absence from school. If the parent does not contact the school, the school will make every reasonable attempt to contact the parents.

Additionally, students must bring written notification of the absence from the parent on the day of their return. Failure to supply written documentation of the absence will result in an unexcused absence and the student may be considered truant. Additionally, once a student accumulates ten days of absence in the school year, a doctor's note may be required to classify the absence as excused.

Definitions

Unexcused Absences: Absences by consent of the parent or with the parent's knowledge for a reason not acceptable to the school or absences that are not followed by written documentation from the parent or doctor. Unexcused absences may receive no credit for schoolwork. Examples could include music lessons, hair appointments, oversleeping, traffic delays, etc.

Habitually Truant: A student who is absent

- 30 or more consecutive hours without a legitimate excuse
- 42 or more hours in one month without a legitimate excuse
- 72 or more hours in one year without a legitimate excuse

Excessively Absent: A student who is absent WITH OR WITHOUT A LEGITIMATE EXCUSE

- 38 or more hours in one school month
- 65 or more hours in one school year

For students determined to be habitually truant:

1. Written notice will be provided to the parent/guardian
2. Student will be assigned to an absence intervention team
3. If the child fails to make progress after 61 days on the personalized absence intervention plan, the district will file a complaint in juvenile court
4. Counseling will be provided
5. The student's parent or guardian will be asked to attend parental involvement programs or truancy prevention mediation programs
6. As applicable, the registrar of motor vehicles will be notified
7. Children Services will be notified as deemed necessary

For students determined to be excessively absent:

1. Written notice will be provided to the parent/guardian
2. The student will follow the district's plan for absence intervention
3. The student and family may be referred to community resources

Absence Intervention Team

State law requires districts with a chronic absenteeism rate above 5% to establish an Absence Intervention Team for students who are habitually truant. The school based absence intervention team will establish a student-centered absence intervention plan by identifying specific barriers and solutions to attendance problems.

Membership of each team should vary based on the needs of each individual student, but each team is required to include: 1. a representative of the school or district. 2. another representative from the school or district who has a relationship with the child. 3. the child's parent/guardian.

The Absence Intervention Team may also include: 1. school psychologist, counselor or social worker. 2. representatives from a public or non-profit agency. 3. a case worker from Children Services if there is an open case or if the child is in foster care.

Tardy

When a child leaves early or arrives late to school, they will be considered tardy. Tardiness for reasons other than those listed as excused (above) will be considered unexcused.

Arriving late: If a student is late to school, s/he must report directly to the office. A student will be considered tardy if s/he arrives at school up to 90 minutes after the regular school day begins, any time after this the student will be considered absent for their time missed.

Leaving Early: Students who have a reason to leave school during the day will be considered tardy. If picking up a child early, parents must come into the school office and sign out the child.

If a student comes to school and goes home ill, but did not stay at school for at least 90 minutes, s/he is counted absent one full day. If a child has attended school for over 90 minutes before leaving with an illness, s/he is counted absent one half day.

Religious Holiday

Students will be granted an excused "religious absence" on days they miss school due to observing a religious holiday consistent with their truly held religious beliefs. The excused absence shall not result in academic or extracurricular consequence. In addition, the district has worked with faith-based community leaders to identify holy days for religions recognized within our school district community. To the extent possible, teachers will avoid tests and major assignments on the holiday and day following for all students. For more information please visit <https://www.dublinschools.net/Page/2542>.

Extended Vacations/Extended Student Absence During the School Year

Students are permitted to go on vacation during the school year without penalty. The purpose of this administrative guideline is to accommodate parents who must take their vacations during the school year because of company (industry) policies and the desire to enjoy that time as a family.

- A. Whenever a proposed absence-for-vacation is requested, parents must discuss it with the principal or their designee. The length of absence should be made clear, and those involved should have an opportunity to express their views on the potential effects of the absence.
- B. The student may be given approximate assignments and materials to be completed.
- C. The time missed will be counted as an unexcused absence under HB410, but shall not be a factor in determining grades unless make-up work is not completed. If lengthy, time missed may cause the student to become "excessively absent" under the HB410 attendance law.

Prearranged Absences

The statutes governing school attendance are very specific and leave little option for school authorities to excuse children from school. The Ohio Revised Code classifies absence from school as excused or unexcused. Listed above are the eight (8) conditions for excused absence as defined by the state of Ohio. If the reason you wish to take your student out of school does not fall under these eight (8) conditions, the absence will be classified as unexcused.

If the absence is less than five (5) days, the teacher(s) may provide assignments and collect the completed work for full credit. For absences more than five (5) days, teachers will not be expected to provide individual instruction, as providing remote support is unsustainable for extended periods of time. Details can be discussed with your child's principal or teacher(s).

In the State of Ohio, House Bill 410 outlines what makes a student "chronically absent" or "habitually truant." Using information in HB 410 and our Board of Education policy 5200, extended international travel is not considered an excused absence, even if it is pre-arranged. After the child is unexcused 30 or more consecutive hours, or 42 hours in one month, or 72 hours in a year, they are considered "habitually truant."

If you wish to avoid your child being considered habitually truant, an absence intervention plan, and a file made in juvenile court, you should plan to withdraw your child and re-enroll with Dublin City Schools when you return to the country.

Long-Term Student Absence for Travel

The Dublin Board of Education recognizes that in exceptional circumstances, a student may need to be absent from school for an extended period of time. Ohio has specific compulsory attendance regulations, and Dublin City Schools must comply with those state statutes. Ohio Revised Code Section 3321.02 states that “every child actually a resident in the state shall be amenable to the laws relating to compulsory education, and neither he nor the person in charge of him shall be excused from the operations of the sections or the penalties under them on the grounds that the child’s residency is seasonal, that the parent of the child is a resident of the other state, or that the child has attended school for the legal period in another state.” The parent of a child of compulsory school age who is not employed under the age and schooling certificate must send said child through school or special education program that conforms to the minimum standards prescribed by the State Board of Education, for the full time the school or program attended is in session, which shall not be for less than thirty-two weeks per school year. Such attendance must begin within the first week of the school term or program, or within one week of the date of which the child begins to reside in the district, or within one week after his withdrawal from employment.” (O.R.C. 3321.04)

The following procedures apply to long-term absences:

1. Any student absent for more than twenty (20) days in a school year will find that attendance records become a significant factor in a promotion or retention decision at the close of the school year.
2. Should a child be absent from school for thirty (30) days, the principal may make a referral to the appropriate social agency that may bring charges of parental neglect against the parents or guardians.
3. All absences including illness, truancy, vacation, family or personal business, or appointments to the doctor or orthodontist will be counted in the attendance tally.

Therefore, if parents are going to remove students from school for travel purposes or visitation of families in other states or countries for extended periods of time, they must follow these procedures:

- A. Notify the student’s school of attendance in writing of their intent to remove their child from school for any period beyond twenty (20) days.
- B. When possible, the parent/guardian must show good and sufficient cause in advance to remove the child from school. This notification should occur two (2) weeks prior to the student’s departure.

If the parent does not comply with this policy, the school district may be obligated to report the parent/guardian to the appropriate state agencies and file charges for lack of compliance with the compulsory education rules.

Visitors

In order to properly monitor the safety of students and staff, visitors are required to register their attendance upon arrival at our schools. Visitors are asked to enter through the front doors of the school where they will be invited to register their attendance with the school’s ~~electronic check-in system~~ in the school’s main office. Any visitor found in the building without a visitor/volunteer badge will be asked to return to the school office.

If parents wish to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to prevent any inconvenience to parents/staff or disruption of the learning process.

Students may not bring visitors to school without first obtaining permission from the building principal.

Volunteers

The Board of Education recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the classified staff responsible for the conduct of those programs and activities.

The Superintendent or designee shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. S/He shall not be obligated to make use of volunteers whose abilities are not in accord with District needs.

The Superintendent is to inform each volunteer that s/he:

- A. is required to abide by all Board policies and District guidelines while on duty as a volunteer (including, but not limited to, the volunteer's obligation to keep confidential and not release or permit access to any and all student personally identifiable information to which s/he is exposed except as authorized by law);
- B. will be covered under the District's liability policy but the District can not provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers' compensation;
- C. will be asked to sign a form releasing the District of any obligation should the volunteer become ill or receive an injury as a result of his/her volunteer services;
- D. may not accept compensation from any third party or source, including, but not limited to booster, parent or other District support organizations, for the performance of his/her official duties as a volunteer on behalf of the Board.

Forms

Many forms routinely completed by parents prior to the start of school, or during the first few days of the school year, are on the district website (www.dublinschools.net) under "FAMILIES." Please contact the school of attendance if you have any questions.

Technology

Student Education Technology Acceptable Use and Safety Policy (Policy 7540.03)

[Please check the website, www.dublinschools.net, for any possible revisions to this policy made during the school year.]

Technology affects the ways in which information is accessed, communicated, and transferred in society. Educators are expected to continually adapt their means and methods of instruction, and the way they approach student learning to incorporate the latest technologies. The Board of Education provides Information & Technology Resources (as defined in Bylaw 0100) (collectively, 'District Information & Technology Resources') to support the educational and professional needs of its students and staff. With respect to students, District Information & Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its stated educational purpose.

The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices when they are connected to District Information & Technology Resources, including online educational services/apps, regardless of whether such use takes place on or off school property (see Policy 5136).

Students are prohibited from using District Information & Technology Resources to engage in illegal conduct (e.g., libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, etc.) or conduct that violates this Policy and its related administrative guidelines and the Student Code of Conduct (e.g., making personal attacks or injurious comments, invading a person's privacy, etc.). Nothing herein, however, shall infringe on students' First Amendment rights. Because its Information & Technology Resources are not unlimited, the Board may institute restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Students have no right or expectation to privacy when using District Information & Technology Resources (including, but not limited to, privacy in the content of their personal files, messages/e-mails, and records of their online activity).

While the Board uses various technologies to limit students using its Information & Technology Resources to only use/access online educational services/apps and resources that have been pre-approved for the purpose of instruction, study, and research related to the curriculum, it is impossible to prevent students from accessing and/or coming in contact with online content that has not been pre-approved for use by students of certain ages. It is no longer possible for educators and community members to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them) when significant portions of students' education take place online or through the use of online educational services/apps.

Pursuant to Federal law, the Board implements technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act (CIPA). At the discretion of the Board or the Superintendent, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The Board also utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. The technology protection measures may not be disabled at any time that students may be using District Information & Technology Resources, if such disabling will cease to protect against access to materials that are prohibited under CIPA. Any student who attempts to disable the technology protection measures will be disciplined.

The Superintendent or designee may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material, if access to such sites has been mistakenly, improperly, or inadvertently blocked by the technology protection measures. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measures.

Parents are advised that a determined user may be able to gain access to online content and/or services/apps that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to content that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Principals are responsible for providing training so that students under their supervision are knowledgeable about this policy and its accompanying guidelines.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., 'hacking', 'harvesting', 'digital piracy', 'data mining', etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and
- D. unauthorized disclosure, use, and dissemination of personally-identifiable information regarding minors.

Staff members shall provide guidance and instruction to their students regarding the appropriate use of District Information & Technology Resources and online safety and security as specified above. Additionally, such training shall include, but not be limited to, education concerning appropriate online behavior including interacting with others on social media, including in chat rooms, and cyberbullying awareness and response. Furthermore, staff members will monitor the online activities of students while they are at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions or use of specific monitoring tools to review browser history and network, server, and computer logs.

All students who use District Information & Technology Resources (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines. See Form 7540.03 F1.

In order to keep District Information & Technology Resources operating in a safe, secure, efficient, effective, and beneficial manner to all users, students are required to comply with all District-established cybersecurity procedures including, but not limited to, the use of multi-factored authentication for which they have been trained. Principals are responsible for providing such training on a regular basis and measuring the effectiveness of the training.

Students will be assigned a District-provided school e-mail account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, individuals, and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned e-mail account when signing-up/registering for access to various online educational services/apps.

Students are responsible for good behavior when using District Information & Technology Resources – i.e., behavior comparable to that expected of students when they are in physical classrooms and school buildings and at school-sponsored events. Because communications on the Internet are often public in nature, general school rules for behavior and communication apply. The Board does not approve any use of its Information & Technology Resources that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students may only use District Information & Technology Resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Use of Artificial Intelligence/Natural Language Processing Tools For School Work

Students are required to rely on their own knowledge, skills, and resources when completing school work. In order to ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) and Natural Language Processing (NLP) tools (collectively, “AI/NLP tools”) is strictly prohibited for the completion of school work. The use of AI/NLP tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI/NLP tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI/NLP tools is considered a form of plagiarism and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct.

Notwithstanding the preceding, students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical and responsible manner. Teachers have the discretion to authorize students to use AI/NLP tools for the following uses:

- A. Research assistance: AI/NLP tools can be used to help students quickly and efficiently search for and find relevant information for their school projects and assignments.
- B. Data Analysis: AI/NLP tools can be used to help students to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.
- C. Language translation: AI/NLP tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language.
- D. Writing assistance: AI/NLP tools can provide grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills.
- E. Accessibility: AI/NLP tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language.

As outlined above, under appropriate circumstances, AI/NLP tools can be effectively used as a supplement to and not a replacement for traditional learning methods. Consequently, with prior teacher permission/consent, students can use such resources to help them better understand and analyze information and/or access course materials. If a student has any questions about whether they are permitted to use AI/NLP tools for a specific class assignment, they should ask their teacher.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the Superintendent and Deputy Superintendent as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students’ use of District Information & Technology Resources.

(End of Policy 7540.03)

Electronic Equipment

While in some instances the possession and use of electronic equipment or devices by a student at school may be appropriate, often the possession and use of such equipment or devices by students at school can be disruptive. Consequently, the Board of Education will supply any electronic equipment or devices necessary for participation in the educational program at school. For that reason, students shall not use or possess any electronic equipment or devices on school property or at any school-sponsored activity without the permission of the principal, the classroom teacher, or advisor/coach. Examples of this include:

- Lasers, laser pens, or pointers
- Electronic games and toys
- Cameras
- Laptops
- Gaming devices

Students are prohibited from using electronic equipment or devices in a manner that may be physically harmful to another person (e.g., shining a laser in the eyes of another student). Further, at no time may a camera or other electronic equipment/device be utilized by a student in a way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. More information can be found by referencing Policy 5517.01.

Personal Communication Devices

Possession and/or use of a personal device that may be connected to the district wifi by a student while at school during the school day is a privilege that may be forfeited by any student who fails to abide by the terms of Policy 5136, or otherwise engages in abuse of this privilege.

The following items are considered personal devices:

Computers

Tablets

Cell phones and smartphones

Smartwatches

Devices that can be connected to the district wifi

Because the elementary years are a crucial time for students to develop important social skills that will allow them to interact with peers and adults, we limit use of PCDs at school. Unless approved by a supervising teacher, an administrator, or an IEP team, students are prohibited from using PCDs or having them powered on during the school day. The device must be turned completely off and thus unable to receive, send, capture, or record any communication, visual image, sound, text message or other information. This includes lunch periods, transition periods, and recess.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicle if permitted by the bus driver, classroom teacher, or school support staff.

The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its District grounds.

Using a PCD in an unauthorized manner or in violation of Policy 5136 or administrative guideline 5136 may result in additional disciplinary action (e.g., warnings, parental notification and conferences, suspension, expulsion), confiscation of the PCD (in which case, the device will only be released/returned to the student's parent/guardian, unless the violation involves potentially illegal activity, in which case the PCD may be turned-over to law enforcement).

Sexting

The possessing, taking, disseminating, transferring, or sharing of nude, 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. Any person possessing, taking, disseminating, or sharing nude, obscene, pornographic, lewd or otherwise illegal images or photographs may be punished under this Code of Conduct and may be reported to the appropriate law enforcement agencies.

Academics

Entrance Age Requirements

The Board of Education establishes the following entrance age requirements for students. These requirements are consistent with current statute; further, they reflect sound educational practice because they ensure that all students receive an education appropriate to their age, social development, and physical growth.

Kindergarten

A child is eligible for entrance into kindergarten if s/he attains the age of five (5) on or before September 30th of the year in which s/he applies for entrance. The Board may admit a younger child to kindergarten if the child satisfies the Early-Entrance criteria established by the Board of Education.

The Board will admit to kindergarten any child who has not attained the entrance age requirement of this District if s/he was properly enrolled in a public or chartered nonpublic school kindergarten before transferring to this District.

First Grade

A child is eligible for entrance into first grade if s/he attains the age of six (6) on or before September 30th of the year in which s/he applies for entrance and has completed the kindergarten program of this District or an equivalent program elsewhere and has been recommended by the teacher for advancement to the first grade. The Board may admit to first grade a younger child who has successfully completed an approved kindergarten program which aligns with the Ohio Department of Education and Workforce and Workforce's Learning and Development Standards. In addition, the board may admit a younger child to first grade if the child satisfies the Early Entrance criteria established by the Board of Education.

Each child entering the District's kindergarten or first grade program for the first time will be screened by District employees for medical or health problems as well as those related to hearing, vision, speech and communications.

School Begins at Home

A positive, supportive home environment is important for children to experience success at school. Here are several suggestions for how you can prepare your child for a successful school experience.

1. Good nutrition maximizes your child's day at school. Please provide your child with a nourishing breakfast and lunch.
2. Ensure that your child arrives to school on time in clothing appropriate for the weather.
3. Teach your child to follow behavior expectations of teachers and staff. All teachers and staff (including secretaries, custodians, aides, and cooks) have authority and are responsible for the safety and success of children.
4. Talk with your child about treating other children in the same manner as she or he wishes to be treated (avoid name calling, arguing, etc.).
5. Together with your child, discuss the information in this handbook so that she or he clearly understands what is expected from him or her at school.
6. Be involved and supportive with any homework assigned.
7. If possible, be an active member of your school community. There are various opportunities to be involved, including membership in the Parent-Teacher Organization or volunteering in your child's classroom.
8. Above all else, tell your child when she or he is doing a good job in school — praise him or her for good efforts and good behavior at school. We will do the same at school.
9. Elementary school should be a wonderful experience for your child, but it does take effort on behalf of teachers, students, and parents.

Study Habits

During conferences, many parents ask, "How can I help my child complete his homework?" or "Is it better for my child to work on his homework right after coming home from school or later in the evening?" The best reply to this

question is, “What is best for your child?” Teachers and parents can work together to develop a plan that ensures successful homework habits. This plan may include:

- A consistent, scheduled time of day to complete schoolwork at home.
- A work environment free of distraction, with the appropriate supplies available at all times.
- Developing a plan each day for how to prioritize any assignments.
- If there is no assigned homework, parents should encourage students to read independently.

Homework is intended to offer additional practice on content that was covered in class. Homework is not heavily graded. If your child is spending an excessive amount of time on homework and is becoming frustrated, contact his or her teacher to discuss the situation.

Reporting Pupil Progress

Student academic progress will be reported to parents on a consistent interval throughout the year. Parent conferences and progress reports will serve to keep parents informed of pupil progress as well. Parents are urged to contact their child’s teacher if concerns arise.

Infinite Campus is a web-based program that is available to keep parents informed on their child’s academic progress. It provides a comprehensive approach for monitoring student progress. One of the most powerful features of Infinite Campus is its ability to enhance ongoing communication between parents and teachers. To learn more about Infinite Campus, please speak to your child’s teacher.

Parent-teacher conferences are scheduled twice each year to provide the staff with time to meet with parents after school and in the evening. Please contact your principal or teacher to arrange conferences.

Standards-Based Grading System

Dublin City Schools is focused on preparing our students for success. At the elementary level, this includes using a standards-based progress report to provide students and parents with specific and actionable feedback.

We have aligned our progress reports for kindergarten through fifth grade so that parents see consistent reporting across their student’s elementary experience. To learn more about our standards-based grading system, please visit our website www.dublinschools.net/standards-based-grading.

Promotion and Retention in the Dublin City Schools

The decision to promote or retain a student is always made after consideration of what is best for the student. The first consideration for student retention is whether the student is able to meet at least minimum levels of knowledge and skills at this grade level, or minimum goals prescribed on the Individualized Educational Program. However, academics are not the sole factor in the determination of retention. The student’s age, maturity level, emotional and social criteria, and attendance must also be considered on an individual basis. Retention shall occur only if it is viewed as an opportunity for student growth. If deemed necessary, it should occur as early as possible in a student’s educational program. Decisions on student promotion, placement, or retention resides with the building principal. A parent may appeal the decision to the Superintendent.

Promotion and Retention in Third Grade

Districts and schools must retain students who score below the promotion score on Ohio’s State Test for grade 3 English language arts each year they score below the promotion score, unless those students are exempt from retention under the Third Grade Reading Guarantee. Exemptions include:

- A student who is an English learner enrolled in U.S. schools for fewer than three full school years and with fewer than three years of instruction in an English as a second language program.
- A student whose IEP specifically exempts the student from retention under the Third Grade Reading Guarantee (more information is available in the Students with Significant Cognitive Disabilities section of this document).
- A student who demonstrates competency on an alternative assessment for reading approved by the Ohio Department of Education and Workforce and Workforce and Workforce.

- A student whose IEP shows the student received intensive remediation in reading for two years and the student previously was retained in any of grades kindergarten through 3.
- A student who received intensive remediation in reading for two years and previously was retained in any of grades kindergarten through 3.*
- A student whose parent or guardian, in consultation with the student's reading teacher and principal, has requested that the student be promoted for grade 4 regardless of the student's score on Ohio's State Test for grade 3 English language arts.*

*Students promoted under these exemptions must continue to receive intensive reading instruction in grade 4. This instruction shall include an altered instructional day that includes specialized, diagnostic information and specific, research-based reading strategies for the student that have been successful in improving reading among low-performing readers.

Test Security/Standardized Tests

Dublin City Schools administers state and national standardized tests, which include, but are not limited to, Ohio State Tests in English, Math, Science, MAP, cognitive ability tests, PSAT 8/9, PSAT, SAT and ACT. Students are not permitted to review any portion of a state or national assessment at any time prior to the test administration. In order to ensure fairness and reliability of the test scores, students are not permitted to discuss test questions or share any information regarding the content of these tests at any time. Any student who shares information in regard to state or national assessments will be subject to disciplinary action.

Student Services

Student Support Services

Dublin City Schools offers many services to ensure equal opportunity for all children, including enrichment services, early childhood education, academic intervention, Title I math, reading support programs, services to support English language learners, home instruction, special education, and related services such as speech and language therapy, physical therapy, occupational therapy, adapted physical education services, psychological services, mental health services, and transportation. Support is also available through our school counselors, substance use disorder counselors, school nurses, student support specialists and alternative education opportunities.

Parents who are in need of effective language assistance with respect to school programs and activities are entitled to these services from Dublin City Schools free of charge. Parents who self-identify as Limited English Proficient in at least one area (speaking, reading, writing and/or understanding English) may contact Dublin City Schools at info@dublinschools.net for language support. Please be sure to include your full name and school(s).

For more information about these services, please visit the Department of Academics and Student Learning web page on the district website at www.dublinschools.net.

Child Find – Help Dublin Schools Identify Children with Disabilities, Including Students Eligible for Protection Under Section 504

Child Find is the process of locating, evaluating, and identifying children with disabilities who may be in need of special education and related services and/or may be entitled to protection from discrimination based on his/her disability. Parents, relatives, public and private agency employees, childcare providers, physicians, and concerned citizens are encouraged to help the school district find any child, age birth – 21, who may have a disability and is in need of special education and related services. If you suspect a child may have a disability, help is available. Contact the Dublin City Schools Department of Student Services at 5175 Emerald Parkway in Dublin, phone 614-764-5913, or visit www.dublinschools.net.

Complaints Relating to Section 504

If a person believes that s/he 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.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), parents and students will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, students and their parents will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation, or educational placement of persons with disabilities, and their right to examine relevant records.

The person designated as the District Section 504 Compliance Officer/ADA Coordinator (District Compliance Officer) is listed below with their contact information.

Chris Ondrus, Executive Director of Student Services
Dublin City Schools
5175 Emerald Parkway
Dublin, Ohio 43017
Phone: 614-764-5913
Fax: 614-761-5856
Email: ondrus_chris@dublinschools.net

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

Internal complaints and requests for due process hearings must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or the request for a hearing, and offer possible solutions to the dispute. The complaint or request for due process hearing must be filed with a District Compliance Officer within the time limits specified below. The District's Compliance Officer is available to assist individuals in filing a complaint or request.

Individuals with Disabilities Education Improvement Act and Section 504/ADA

The Dublin City School District provides a variety of special education programs and related services to students identified with disabilities through an evaluation process as defined by the Individuals with Disabilities Education Improvement Act (IDEIA). Free assessment is available to families to determine whether or not a disability exists. If a disability listed in the IDEIA is identified, the child can begin receiving the appropriate special education and related services through an Individualized Education Program. Parents are encouraged to be an active participant in the process.

A preschool child, age 3 through 5, with a disability is a child who has one of the following disabilities, as defined in rule 3301-51-01 of the Administrative Code: autism, intellectual disability, deaf-blindness, deafness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, visual disability, or developmental delay.

A school age child, age 5 through 21, with a disability is a child identified with one or more of the following conditions: autism, intellectual disability, deaf-blindness, emotional disturbance, hearing impairment, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment.

Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) provide that no individual will be discriminated against on the basis of a disability. An individual with a disability means a person who has a physical or mental impairment that substantially limits one or more major life activities; or has a record of such an impairment; or has been regarded as having such an impairment. This protection applies not just to the student, but all individuals who have access to the district's programs and facilities. In addition to the District Section 504/ADA Compliance Officer, the Board has also assigned building principals to serve as Building Section 504/ADA Compliance Officers. They are responsible for arranging annual reviews and three-year eligibility meetings, and for investigating at the first step any student or parent complaints of an alleged violation, misapplication or misinterpretation of Section 504/ADA.

To inquire about the procedures or programs you may contact your building principal or the Department of Academics and Student Learning office at 614-764-5913.

Gifted Education and Services

For further information on the district's gifted services, identification practices, and enrichment, please visit Dublin City Schools gifted website, <https://www.dublinschools.net/Page/1163>.

Multi-Tiered Systems of Support

In Dublin City Schools, our number one priority and responsibility is preparing all students for success through a personalized educational experience, which is supported through our Multi-Tiered Systems of Support (MTSS) framework.

MTSS is a comprehensive and prevention-based organizational framework that addresses the needs of the whole child by aligning academic, behavioral and student well-being supports into a fully integrated system.

The foundation of our MTSS framework includes 5 core components:

1. Extensive Assessment System
2. Data Based Decision Making

3. Team Driven Leadership
4. Tiered System of Support
5. Family, School and Community Partnerships

The two main tiered systems of support that are embedded within MTSS are Response to Intervention – RtI (academic domain) and Positive Behavioral Interventions and Supports – PBIS (behavior, student well-being domain). Within these systems of support, each and every student receives what they need, as soon as they need it, for as long as they need it.

Classroom teachers are the first responders for providing instruction, intervention and enrichment to all students through core instruction. District and School teams utilize assessments and data on a regular basis to assess the healthiness of the universal tier, identify students who may need additional learning opportunities, as well as monitor the effectiveness of interventions. When a student exhibits a need for the intensification of support, then a student-level team utilizes a problem-solving method to create an instructional plan aligned with the student's needs, strengths and area(s) of concern. The team closely monitors the student's response to ensure the intervention is working.

Family and community partnerships within the MTSS framework strengthen student learning, wellness and experiences in order to ensure each and every student is prepared for success during their school journey and after graduation.

Student Health

Wellness

Dublin elementary schools take an active role in promoting, supporting, and modeling healthy eating habits for our students. As a result, we have revised some of our former school practices regarding the distribution of edible treats to celebrate student birthdays or special events throughout the school year.

- Each school has committed to a non-edible treat practice regarding birthdays or special events specific to individual students or classes of students. This means that students **will not** bring in food items for birthday treats or to celebrate events such as moving, etc. Instead, each school can help identify how to celebrate special events in ways that do not involve edible treats.
- Annual **school wide celebrations** will continue to promote healthy eating as well by providing nutritional snack options such as fruits and vegetables. Schools will limit sweet treats for school wide events to one item per student.

Children embrace being recognized by their peers and teachers for special occasions. We invite the Dublin school community to join us in our efforts to promote healthy and nutritious habits in our students.

Clinic Information

A student health clinic is located in all elementary, middle and high school buildings, including the Emerald Campus building. A full-time clinic aide, in consultation with a school nurse who covers multiple buildings, staffs the clinic. When the clinic aide, school nurse, or a substitute is not available in the clinic, the building office staff will assist with student care.

Clinic staff offers basic first aid, emergency care, medication administration, and vision and hearing screenings. Routine vision and/or hearing screenings are conducted each year for all kindergarten students, first, third, fifth, seventh, ninth, and eleventh grade students, and all new students to the district. Additionally, if a staff member, parent/guardian or a student has a concern about a student's vision or hearing, the clinic staff will screen the child upon request. Clinic staff also ensures compliance with Ohio's medication and immunization laws, monitors for communicable diseases, and assists students with required medical care as ordered by a healthcare provider.

At the beginning of each school year, parent/guardian are required by law (ORC 3313.712) to complete an Emergency Medical Authorization Form for each student. This form is to enable parent/guardian to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when a parent/guardian cannot be reached. Throughout the school year, please remember to update your student's Emergency Medical Authorization Form if there are changes to phone numbers (<https://www.dublinschools.net/domain/111>), or your student's health care information (Infinite Campus). Students will be excluded from participating in field trips until this requirement has been met. **Please note: If a student becomes ill or is injured during normal school hours, they will only be released to individuals listed as an emergency contact.** Contact the school health clinic with questions.

Parent/guardian are encouraged to contact the school nurse prior to the first day of attendance with any health concerns or conditions that could affect their child's learning, attendance, or safety at school. It is also recommended that parent/guardian list their child's health concerns and medications on the district's electronic health record (Infinite Campus). This is especially important if a child has life-threatening allergies, seizures, diabetes, or other major health concerns. The school nurse will work with the parent/guardian to develop a health care plan for students who require preventative or medical interventions at school when appropriate. This plan will be shared with school staff that work with or supervise the student.

Injury and Illness Procedures

The clinic is open during the school day and staff is available to care for students who are feeling ill or have an injury that requires attention. If it is not an emergency situation, students should ask their teacher to go to the clinic so the teacher will know the location of the student. High school and middle school students will be required to secure a hall pass from their teacher to go to the clinic unless it is an emergency.

Students who become ill or injured at school will need to be seen in the clinic for care. If a student phones or texts a parent/guardian reporting he/she is not feeling well; the parent/guardian should encourage their child to go to the clinic to be evaluated, as the clinic staff needs to directly communicate with the parent/guardian. If the student appears too ill/injured to remain in school, the clinic staff will contact parent/guardian to make arrangements for the child to go home. If an injury or illness appears life threatening, staff will summon the emergency squad. Every effort will be made to notify the parent/guardian of this necessity.

If a student is ill or injured and must be dismissed early, the student will only be released to those listed as an emergency contact. Dismissal procedure of ill or injured students varies by the grade level as follows:

ELEMENTARY AND MIDDLE SCHOOL STUDENTS

Elementary and Middle School students may be released only to a parent or to a properly-identified person authorized as an emergency contact by the parent to act on their behalf.

HIGH SCHOOL STUDENTS

A high school student may be released “on his/her own” only with verified parental or designated emergency contacts’ permission.

Students returning to school on crutches or in a wheelchair may be seen in the clinic before going to class to obtain a buddy pass.

Medical Referral for Illness/Injury

1. The clinic health care team is not designated to replace the family medical provider to dictate medical care. The choice of health care provider and initiation of medical referral always remains at the discretion of the parents/guardians.
2. Your family should be contacted if: problems develop with an injury/illness, the condition worsens, or the condition persists for an extended period of time. It is important when an ill/injured student returns to school that any new or remaining problems be reported to the clinic staff.
3. All students evaluated by their family medical provider should provide a note from the medical provider indicating the nature of the illness/injury, course of treatment, and any activity restrictions. The notification should be provided to the clinic staff.

Control of Casual Contact Communicable Diseases and Pests

Dublin City Schools follow the recommendations of the Ohio Department of Health regarding school exclusion requirements for communicable illnesses. When a child is ill, appears to be ill, has been diagnosed with a communicable, untreated illness, or has an illness still considered contagious, the clinic and administrative staff have the authority to exclude or isolate the student. In accordance with District Policy 8450, students having signs or symptoms associated with a communicable disease, will be excluded until they are symptom-free for 24 hours without the assistance of medication. State and local health guidelines may be subject to frequent change as determined by health officials.

For common communicable illnesses (strep, pink eye, ringworm, etc), in which medication is required for treatment, students must complete a minimum of 24 hours of therapy before returning to school. For other communicable illnesses (whooping cough, chicken pox, measles, etc) the exclusion time will be longer and may require a medical provider’s note to return to school.

In accordance with OAC 3701-3-13, when head lice are detected on a child at school, the child shall be excluded from school until after the first treatment. A parent/guardian will be notified to pick up the student for treatment that day. The parent/guardian and child are expected to report back to the school clinic for re-examination the following school day. If the student is found to be free of live lice, he/she will return to the classroom. Students with live lice will be re-excluded for further treatment.

For more information on communicable diseases and the guidelines for treatment and exclusion from school, please visit the [Ohio Department of Health’s](#) website.

Medication Procedures

If a student requires medications at school, a parent/guardian is responsible for providing the school with the medication as well as the appropriate medication request form. District forms for all medication authorizations are available on the district's web site ([Medical Forms](#)) or in the health clinic. Parent/guardian of students who participate in District-sponsored, after school, extracurricular activities are also required to provide a separate glucagon kit, epinephrine auto injector, or other emergency medication to the coach or supervising staff member.

Use of Medications (Policy 5330)

[Please check the website, www.dublinschools.net, for any possible revisions to this policy made during the school year.]

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. With the exception of diabetes care covered under Policy 5336, the administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or if the child is disabled and requires medication to benefit from the educational program.

For purposes of this policy, "medication" shall include all medicines including those prescribed by a licensed health professional authorized to prescribe drugs and any nonprescribed (over-the-counter) drugs, preparations, and/or remedies. "Treatment" refers both to the manner in which a medication is administered and to healthcare procedures which require special training, such as catheterization.

Except as set forth in Policy 5330.02 (Procurement and Use of Epinephrine Auto-Injectors), Policy 5330.03 (Procurement and Use of Asthma Inhalers), and Policy 5330.05 (Procurement and Use of Naloxone), before any medication (i.e., a drug) or treatment may be administered to any student during school hours, the Board shall require a written statement from a licensed health professional authorized to prescribe drugs ("prescriber") accompanied by the written authorization of the parent (see Administrative Guideline 5330-Use of Medications). These authorization forms shall be kept on file in the school clinic and made available to the persons designated by this policy as authorized to administer medication or treatment. A copy of the parent's written request and authorization and the prescriber's written statement must be given, by the next school day following the District's receipt of the documents, to the person authorized to administer drugs to the student for whom the authorization and statement have been received. No student is allowed to provide or sell any type of over-the-counter medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct.

Only medication in its original container; labeled with the date, if a prescription; the student's name; and exact dosage will be administered. The Superintendent shall determine a location in each building where the medications to be administered under this policy shall be stored, which shall be a locked storage place, unless the medications require refrigeration in which case they shall be stored in a refrigerator in a place not commonly used by students, and unless the medication to be administered is diabetes medication, which must be kept in an easily accessible location pursuant to Policy 5336.

Parents or their designee whom are listed on the student's emergency authorization form may administer medication or treatment, with the exception of diabetes care covered under Policy 5336, but only in the presence of a designated school employee.

Additionally, students in grades 6-12 may carry and self-administer non-prescription medications if a signed parent consent form (Form 5330 F4 - Request for Student to Self-Administer Nonprescription Medication Without Supervision-High School/Middle School) is filed in the school clinic (see Administrative Guideline 5330-Use of Medications). This authorization form is good for one (1) school year. The student may carry one (1) day's supply of the medication. This medication is for the use of the student only and cannot be shared. School personnel are not responsible for administering or supervising non-prescription medication self-administered by a student(s) unless a physician's form is completed (see Form 5330 F1 – Request for Administration of Prescription and Non-Prescription Medication by School Personnel).

Students shall be permitted to carry and use, as necessary, an asthma inhaler, provided the student has prior written permission from the student's parent and physician, and has submitted Form 5330A A F1 - Asthma Action Plan and Orders to the principal and any school nurse assigned to the building.

Additionally, students shall be permitted to carry and use, as necessary, an epinephrine auto-injector to treat anaphylaxis, provided the student has prior written approval from the prescriber of the medication and the student's parent/guardian, if the student is a minor, and has submitted written approval (see Form 5330A E F1 – Allergy and Anaphylaxis Emergency Orders and Action Plan) to the principal and any school nurse assigned to the building. The parent/guardian or the student shall provide a backup dose of the medication to the principal or school nurse. This permission shall extend to any activity, event, or program sponsored by the school or in which the school participates. In the event epinephrine is administered by the student or a school employee at school or at any of the covered events, a school employee shall immediately request assistance from an emergency medical service provider (911). Students with diabetes authorized to attend to their diabetes care and management may do so in accordance with Policy 5336.

Students shall be permitted to possess and self-administer over-the-counter topical sunscreen products while on school property or at a school-sponsored event.

With the exception of diabetes care covered under Policy 5336, only employees of the Board who are licensed health professionals or who have completed a drug administration training program conducted by a licensed health professional and are designated by the Board may administer medications to students in school.

With the exception of diabetes care covered under Policy 5336, provided they have completed the requisite training, the following staff are authorized to administer medication and treatment to students:

- A. principal;
- B. teacher;
- C. school nurse;
- D. building secretary;
- E. aide;
- F. others as designated by the student's IEP and/or 504 plan.

No employee will be required to administer a drug to a student if the employee objects, on the basis of religious convictions, to administering the drug.

With the exception of diabetes care covered under Policy 5336, the Board shall permit the administration by a licensed nurse or other authorized staff members of any medication requiring injection or the insertion of a device into the body when both the medication and the procedure are prescribed by a licensed health professional authorized to prescribe drugs and the nurse/staff member has completed any and all necessary training.

Students who may require administration of an emergency medication may have such medication in their possession upon written authorization of their parent(s) and prescriber or such medication, upon being identified as aforementioned, may be stored in the school clinic and administered in accord with this policy and Policy 5336.

Students who are experiencing an apparent opioid-related drug overdose may be administered Naloxone (Narcan) by the school nurse, or a trained school employee, volunteer, or contractor, to a student or other individual on school grounds in accordance with Board policy and AG 5330.05. Emergency services will be contacted as soon as is practicable. A designated staff member will also promptly notify the student's parent/guardian.

All dental disease prevention programs, sponsored by the Ohio Department of Health and administered by school employees, parents, volunteers, employees of local health districts, or employees of the Ohio Department of Health, which utilize prescription drugs for the prevention of dental disease and which are conducted in accordance with the rules and regulations of the Ohio Department of Health are exempt from all requirements of this policy.

The Superintendent shall prepare administrative guidelines, as needed, to address the proper implementation of this policy.

(End of Policy 5330)

2024-2025 IMMUNIZATION REQUIREMENTS

FOR THE 2024-2025 SCHOOL YEAR, OHIO LAW REQUIRES ALL STUDENTS HAVE A MINIMUM OF THE IMMUNIZATIONS LISTED BELOW TO ATTEND SCHOOL. A RECORD OF THESE IMMUNIZATIONS MUST BE ON FILE WITH THE SCHOOL BY THE 14TH DAY AFTER THE STUDENT BEGINS SCHOOL. IF THE RECORDS ARE NOT ON FILE BY THIS DATE, THE STUDENT WILL BE EXCLUDED FROM SCHOOL BEGINNING WITH THE 15TH DAY AFTER THE STUDENT BEGINS SCHOOL.

*NOTE: The clinic staff will review all student immunization records for compliance with Ohio law. The number of required immunizations for each child may vary depending on the child's grade, child's age, route of vaccine administration, manufacturer's brand of vaccine, and the child's disease and health history. The school nurse or clinic aide will contact you if additional vaccines are required.

Please contact the building school nurse, your child's healthcare provider or the Ohio Department of Health Immunization Program at (800) 282-0546 if you have questions or concerns about your immunizations.

VACCINES	IMMUNIZATIONS FOR SCHOOL ATTENDANCE
DTaP/DT/Td/Tdap Diphtheria, Tetanus, Pertussis	<u>K-12</u> Four (4) or more doses of DTaP or DT, or any combination. If all four doses were given before the 4th birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4th birthday, a fifth (5) dose is not required. <u>Grades 7-12</u> One (1) dose of Tdap vaccine must be administered on or after the 10th birthday prior to entry.
POLIO	<u>K-12</u> Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4 th birthday regardless of the number of previous doses and there must be six months spacing between doses 2 & 3. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.
MMR Measles, Mumps, Rubella	<u>K-12</u> Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1.
HEP B Hepatitis B	<u>K-12</u> Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose) must not be administered before age 24 weeks.
Varicella Chickenpox	<u>K-12</u> Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid.
MCV4 Meningococcal	<u>Grades 7-11</u> One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered on or after the 10th birthday and prior to seventh grade entry. All students

	grades 8-11 must have one documented dose of MCV4. <u>Grade 12</u> Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry. The 1st dose must be administered on or after the 10th birthday, with a minimum interval of eight weeks between doses. If the 1st dose was given on or after the 16th birthday, only one dose is required.
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Tuberculosis (TB) Requirements

All new students to the district who have spent more than 30 consecutive days in a TB endemic region within the past five years or who were born in a TB endemic region must also present evidence of a *negative* Tuberculin (TB) test before they can attend school. The TB test must have been completed within the past 12 months in the United States. Current enrolled students who spend 30 or more consecutive days in a TB endemic region will also be required to have a negative Tuberculin (TB) test before returning to school.

Bloodborne Pathogens

The Dublin City Schools Board of Education recognizes that staff/students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff/students of exposure to body fluids due to casual contact with individuals in the school environment is extremely low, the Board regards any such risk as serious.

The school district seeks to provide a safe educational environment for students and has taken appropriate measures to protect those students who may be exposed to bloodborne pathogens in the school environment and/or during their participation in school-related activities. The staff is taught to assume that all body fluids are potentially infectious and to follow standard precautions to reduce risks and minimize and/or prevent the potential for accidental infection.

A district Exposure Control Plan is in place for staff to eliminate or reduce the risk of student and staff exposure to bloodborne pathogens. A bloodborne pathogen is a pathogenic microorganism that is present in human blood and can cause disease in humans. These microorganisms include, but are not limited to, Hepatitis B and C Viruses (HBV and HCV) and Human Immunodeficiency Virus (HIV).

Whenever a student has contact with blood or other potentially infectious material, the child must immediately notify the nurse/clinic aide. Staff will assist your child in cleansing the exposed area. The parent/guardian of a student who is exposed will be contacted regarding the exposure and encouraged to consult with the student's medical providers concerning any necessary post-exposure testing or treatment.

As required by Federal law, if a staff member has been exposed to a student's blood, the parent/guardian of that student will be requested to have their child's blood tested for HIV and HBV. Any testing is subject to laws protecting confidentiality.

Healthchek Services for Children Younger than Age 21

Healthchek is Ohio's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program. It is a service package for babies, kids, and young adults younger than age 21 who are enrolled on Ohio Medicaid.

The purpose of Healthchek is to discover and treat health problems early. If a potential health problem is found, further diagnosis and treatment are covered by Medicaid.

Healthchek covers ten check-ups in the first two years of life and annual check-ups thereafter and offers a comprehensive physical examination that includes:

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening

- hearing assessment
- immunization assessment (making sure child receives them on time)
- lead screening; and
- other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too. For additional information, go to <https://medicaid.ohio.gov/FOR-OHIOANS/Programs/Healthchek>.

Code of Conduct

Student Rights and Responsibilities

The rules and procedures of the school 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 as long as they respect those rights for their fellow students and the staff. Students are expected to follow teacher directions and obey all school rules. Disciplinary procedures are designed to ensure due process (a fair hearing) before a student is removed because of his or her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis, and as needed, when concerns arise. Many times it will be the responsibility of the student to deliver that information. Parents are encouraged to build a two-way link with their student's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his or her educational goals.

The staff expects students to arrive at school prepared to learn. It is the student's responsibility to arrive on time and be prepared to participate in the educational program. If, for some reason, this is not possible, the student should seek help from the school counselor or principal.

Disciplinary Procedures

A violation of any rule may result in disciplinary action including assigned work; promotion or retention or credit penalties; detention; loss of privileges; written notice to or conference with parents; compensatory payment of damages; out-of-school suspension; in-school monitoring program; expulsion; emergency removal; or referral to Franklin County Children's Services and/or Juvenile Court and other appropriate agencies.

A student shall not, in any way, aid or abet another student in violating the rules of conduct. Students behaving in this manner will be disciplined according to the severity and circumstances surrounding the rule being violated. If the disciplinary action includes an out-of-school suspension, a student is eligible to earn credit for the work missed while on a suspension. When disciplinary action takes place, all adopted Board of Education due process procedures will be followed.

The following behavioral infractions may lead to disciplinary action:

Rule 1. Narcotics, alcoholic beverages, drugs, drug paraphernalia, counterfeit controlled substances, or mood altering chemicals of any kind: A student shall not buy, sell, attempt to sell, supply, apply, possess, use, transmit, conceal, be under the influence of the aforementioned items, assist and/or facilitate in the sale of the aforementioned items, or otherwise violate regulations "counterfeit controlled substances" or "Substance Misuse."

"Possession" includes, without limitation, retention on the student person or in purses, wallets, lockers, desks, or automobiles parked on school property.

"Under the Influence" is defined as manifesting signs of chemical misuse, such as restlessness, staggering, odor of chemicals, memory loss, abusive language or behavior, falling asleep in class, or any other behavior not normal for the particular student.

"Mood Altering Chemical" includes, without limitation, narcotics, depressants, stimulants, hallucinogens, counterfeit controlled substances, marijuana, alcohol, and prescription drugs, non prescription medications which are taken for unauthorized or abusive purposes or in doses above the recommended dosage on the packaging, unless authorized by a medical prescription from a licensed physician and kept in the original container, which shall state the student's name and the directions for proper use.

"Instrument or paraphernalia" shall include, but not be limited to, equipment or apparatus designed or used for the purpose of measuring, packaging, distributing, or facilitating the use of drugs, pipes, roach clips, syringes and hypodermic needles, cocaine spoons, rolling papers, and drug kits.

The principal may arrange for a test for blood-alcohol to be conducted on a student whenever she or he has individualized reasonable suspicion to believe that a student has consumed an alcoholic beverage. The student will be taken to a private administrative or instructional area on school property with at least one other member of the teaching or administrative staff present as a witness to the test. The purpose of the test is to determine whether or not the student has consumed an alcoholic beverage. The amount of consumption is not relevant, except where the student may need medical attention.

Rule 2. Disruption to School: A student shall not by use of violence, force, coercion, threat, noise, passive resistance, false alarm (including fire and bomb threats), or other disorderly conduct cause or attempt to cause material disruption or obstruction to the normal school operations.

Rule 3. Damage to School Property: A student shall not willfully or maliciously damage or attempt to damage any school property. This will include buildings, equipment, lockers, signs posted in a building and vehicles. Parent(s), guardian(s), or custodian(s) will be held financially responsible for any property damage by their child under Ohio Revised Code 3109.09 and 2307.70.

Rule 4. Damage to Private Property: A student shall not damage or attempt to damage private property of another. Parents, guardians or custodians will be held financially responsible for any property damage by their child under Ohio Revised Code 3109.09 and 2307.70.

Rule 5. Assault and Fighting: A student shall not knowingly act or behave in such a way as could cause, attempt or threaten physical injury to other students, any school employee, or other persons.

Rule 6. Manifest Disrespect: A student shall not demonstrate manifest disrespect toward any other individual. Actions may include verbal or nonverbal disrespect, psychological or material abuse.

Rule 7. Dangerous Weapons and Instruments: A student shall not possess, handle, transmit, or conceal any weapon, dangerous instrument, explosive device, counterfeit weapon, electronic weapon, chemical/irritants or other hazardous agents, or object which a reasonable person might consider, under the circumstances, capable of harming a person or property, nor shall a student make a bomb threat against school property or a school event (see Weapons in the Schools).

Rule 8. Theft or Possessing Stolen Property: Students shall respect the personal ownership rights of others. Principals may exercise their prerogative of reporting thefts, attempted thefts, or possession of stolen property without making an attempt to return same to local police.

Rule 9. Threatening a Person: Students shall not threaten another person. Threatening behavior consists of any words or deeds that intimidate or cause fear concerning a person's physical well being.

Rule 10. Libel or Slander: No student shall commit libel or slander. Libel is defamation expressed by print, writing, pictures or signs, while slander is defamation by speaking.

Rule 11. Cheating: A student shall not engage in academic misconduct, including cheating or plagiarism. Students in violation of this policy will receive a zero for the work in question in addition to other disciplinary procedures that may be imposed.

Rule 12. Felony, Misdemeanor, and Violation of Ordinances: A student shall not commit any act not listed herein as a violation of the Code of Conduct that constitutes a felony, misdemeanor, or violation of an ordinance.

Rule 13. Repeated or Flagrant Violations of Code of Conduct: Such violations shall be dealt with in accordance with the Code of Conduct.

Rule 14. Hazing: A student shall not haze (harass by exacting unnecessary or disagreeable work, ridicule, or playing abusive or humiliating tricks by way of initiation) another student, a school employee or persons that are guests of the school or persons conducting business for the school or otherwise violate the anti-hazing policy.

Rule 15. Use of Obscene Language, Gestures, and Inappropriate Materials: A student shall not use obscene or vulgar language, gestures, signs or possess inappropriate materials.

Rule 16. Truancy: Truancy is an unexcused absence from school or class for any part of the school day. Students shall abide by the attendance laws of the State of Ohio and the Dublin City School District's Attendance Policy unless excused by the building principal.

Rule 17. Tardiness: Students shall arrive at school and for each of their assigned classes at the properly scheduled time and shall not violate the attendance regulations, attendance policy, class truancy, class tardiness, or tardiness to school.

Rule 18. Tobacco and Similar Substances: Students shall not possess, buy, sell, distribute, smoke, burn, or otherwise use any substance containing tobacco or a cigarette or cigar containing clove or any other substance, including look-alike devices.

Rule 19. Forgery and Falsification: A student shall not falsely represent or attempt to falsely represent any information given to school officials or pertinent to school activities or use the name or identity of another person.

Rule 20. Conduct on Buses: A student shall not violate bus regulations.

Rule 21. Public Display of Affection: A student shall not engage in inappropriate public displays of affection.

Rule 22. Dress: A student shall not violate the dress code.

Rule 23. Gambling: A student shall not engage in any form of gambling.

Rule 24. Insubordination: A student shall not be insubordinate or fail to comply with the reasonable directions of members of the school staff.

Rule 25. Harassment: A student shall not harass, intimidate, disparage, incite, provoke, stalk or threaten any individual on school premises or otherwise disrupt the school environment. For this purpose, harassment or intimidation includes: slurs; profanity; written information; denigrating remarks or actions; obscene gestures; the wearing or display of insignia, signs, buttons, clothing, or apparel; or other verbal or physical conduct including, but not limited to, those based on race, color, national origin, ancestry, citizenship, religion, handicap, age or sex that have the purpose or the effect of (1) causing or intending to cause any other student or school employee to be reasonably placed in fear of his or her personal safety; (2) causing or intending to cause an intimidating, hostile, or offensive educational environment or (3) causing or intending to cause material disruption of the educational process; (4) unreasonably interfering with a student's curricular, co-curricular or extracurricular performance; or (5) otherwise unreasonably having an impact upon a student's educational opportunities (see Harassment).

Rule 26. General Misconduct: The Code of Conduct shall apply to conduct not specifically set forth herein which substantially and materially disrupts or interferes with the good order, discipline, operation, academic or educational process taking place in the school.

Rule 27. Violation of Technology Policies: A student shall not violate the technology policies.

Rule 28. Unauthorized Use of Fire/Possession of Fire Starting Device: A student shall not be in possession of matches, lighters, etc. while on school grounds.

Rule 29. Loitering, Trespassing, or Unauthorized Entry: Students shall not be willfully present in a school building, locker room, restricted area of the school building or any part of the school grounds at an unauthorized time or without specific permission from a staff member. Students shall not attempt to enter a locker, classroom, closed and/or restricted area without proper authorization.

Application of the Student Code of Conduct

These conduct codes apply to all school premises, to all phases of school operations, including but not limited to

curricular and extracurricular activities, while being transported on a school bus or authorized transportation and at any school-sponsored activity, and to any other circumstance such that the conduct in question has an effect of disrupting school operations or otherwise depriving any student of educational interests or opportunities. Furthermore, students may be disciplined for misconduct that occurs off of property owned or controlled by the district or school but that is connected to activities or incidents that have occurred on property owned or controlled by that district or school and for misconduct regardless of where it occurs that is directed at a district or school official or employee, or the property of such official or employee.

Search and Seizure

Search of a student and his or her possessions may be conducted at any time the student is under the jurisdiction of the Board of Education if there is reasonable suspicion that the student is in violation of law or school rules. A search may also be conducted to protect the safety of others.

Weapons

The Board of Education prohibits students from bringing to school, possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and 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 Board also prohibits the making of a bomb threat against any school property or school event.

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, or air and gas-powered guns (whether loaded or unloaded), knives, razors, clubs, electric weapons (Taser and/or stun gun), metallic knuckles, martial arts weapons, ammunition, chemical irritants and other hazardous agents, explosives or any object indistinguishable from the above or that is held forth as a weapon. “Bomb threat” means to make a false report or indication of the, incendiary, or other device capable of causing property destruction or human injury. Policy exceptions include:

- A. Weapons under the control of law enforcement or school security personnel, or under the control of others in strictly controlled cases specifically authorized in writing by the Board;
- B. Items pre-approved by school administrators as part of a class or individual presentation under adult supervision, if used for the purpose and in the manner approved in appropriate settings or relevant sporting events. This exception does not apply to working firearms, ammunition or ordinance. It does apply to items indistinguishable from weapons, such as starter pistols, theatrical props and some sport equipment.

Before bringing any item to school or to an event that might violate this policy, students are strongly encouraged to ask a school administrator to rule on whether or not the item is covered by this policy. Therefore, any item brought or possessed that was not cleared with administration may be judged under this policy under a broad definition of “weapon,” based on the administration’s commitment to student and staff safety.

Students shall report any information concerning weapons and/or threats of violence by students, staff members, or visitors to the building principal. Failure to report such information may subject the student to disciplinary action.

This policy shall be implemented through the Code of Conduct/Student Discipline Code, Policy 5610, and Policy 5610.01, and through administrative guidelines.

The Superintendent is authorized to establish instructional programs on the weapons and the requirement that students immediately report knowledge of weapons and threats of violence by students and/or staff to the building principal. Failure to report such knowledge may subject the student to discipline.

The Superintendent will refer any student who violates this policy to the student’s parents or guardians and may refer the student to the criminal justice or juvenile delinquency system. The student may also be subject to disciplinary action, up to and including expulsion. In the case of a violation involving firearms brought to or possessed in school, federal and Ohio law makes a referral for 1-year mandatory expulsion. Additionally, under federal law, bringing a firearm to school makes referral to law enforcement mandatory.

Emergency Removal of Students

If a student's presence poses a continuous danger to persons or property or an ongoing threat of disrupting the academic process, then the Superintendent, Principal or Assistant Principal may remove the student from curricular or extracurricular activities or from the school premises.

A teacher may remove the student from curricular or extracurricular activities under his/her supervision. If a teacher makes an emergency removal, reasons will be submitted to the Principal, in writing, as soon after the removal as is practicable.

In all cases of normal disciplinary procedures where a student is removed from a curricular or extracurricular activity for a period of less than twenty-four (24) hours and is not subject to suspension or expulsion, the requirements of notice and a hearing do not apply.

If the emergency removal exceeds twenty-four (24) hours, then a due process hearing shall be held. Written notice of the hearing and the reason for removal in any intended disciplinary action of suspension or expulsion shall be given to the student as soon as is practicable prior to the hearing. The hearing shall be held in accordance with suspension or expulsion provisions, whichever is applicable, except that the hearing shall be held within seventy-two (72) hours after the removal is ordered.

The person who ordered or requested the removal will be present at the hearing. If the Superintendent or Principal reinstates a student to the hearing for emergency removal, the teacher shall, upon request, be given the reasons for the reinstatement in writing. A teacher cannot refuse reinstatement of a student.

Under the condition of an emergency removal, a student can be restricted from attending class until the matter of the student's misconduct is disposed of either by reinstatement, suspension, expulsion or other disciplinary action.

In cases where it is alleged that federal, state or local laws have been violated, the Principal will, to the extent permitted by law, refer the matter to the proper authorities in addition to imposing school disciplinary measures.

The use of physical restraint

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 Board Policy, which is based on the standards adopted by the State Board of Education regarding the use of student restraint and seclusion.

Discipline of Students with Disabilities

Students with disabilities will be entitled to the rights and procedures afforded by the Individuals with Disabilities Education Improvement Act (IDEIA) and the Americans with Disabilities Act (ADA), or Section 504 of the Rehabilitation Act of 1973.

Bullying and Other Forms of Aggressive Behavior (AG 5517.01)

[Please check the website, www.dublinschools.net, for any possible revisions to this administrative guideline made during the school year.]

Definitions of Terms:

"Harassment, Intimidation, or Bullying" means any intentional written, verbal, graphic, electronic, or physical act that a student or group of students exhibited toward another particular student more than once and the behavior both:

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

"Harassment, Intimidating, or Bullying" also means cyberbullying through electronically transmitted acts i.e.,

Internet, cell phone, personal digital assistance (PDA), or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

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

"Harassment, Intimidating, or Bullying" also includes violence within a dating relationship.

In evaluating whether conduct constitutes harassment, intimidation, or bullying, special attention should be paid to the words chosen or the actions taken, whether such conduct occurred in front of others or was communicated to others, how the perpetrator interacted with the victim, and the motivation, either admitted or appropriately inferred.

A school-sponsored activity shall mean any activity conducted on or off school property (including school buses and other school-related vehicles) that is sponsored, recognized, or authorized by the Board of Education.

"Electronic act" means an act committed through the use of a cellular telephone, computer, smart watches, personal communication device, or other electronic communication device.

Types of Conduct

Harassment, intimidation, or bullying can include many different behaviors including overt intent to ridicule, humiliate, or intimidate another student. Examples of conduct that could constitute prohibited behaviors include:

- A. physical violence and/or attacks;
- B. threats, taunts, and intimidation through words and/or gestures;
- C. extortion, damage, or stealing of money and/or possessions;
- D. exclusion from the peer group or spreading rumors;
- E. repetitive and hostile behavior with the intent to harm others through the use of information and communication technologies and other web-based/on-line sites (also known as "cyber-bullying"), such as the following
 - a. posting aslurs on websites where students congregate or on web logs (personal on-line journals or diaries);
 - b. sending abusive or threatening instant messages;
 - c. using camera phones to take embarrassing photographs of students and posting them on-line/otherwise distributing them;
 - d. using websites to circulate gossip and rumors to other students, and;
 - e. excluding others from an online group by falsely reporting them for inappropriate language to Internet Service Providers.
- F. violence within a dating relationship

The following procedures shall be used for reporting, investigating, and resolving complaints of aggressive behavior and/or bullying.

Complaint Procedures

Building principals, assistant principals, and the Superintendent have the responsibility for conducting investigations concerning claims of aggressive behavior and/or bullying. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Any student, employee or third party who has knowledge of conduct in violation of Policy 5517.01 or feels s/he has been a victim of aggressive behavior and/or bullying in violation of Policy 5517.01 is encouraged to immediately report his/her concerns.

Teachers and other school staff, who witness acts of harassment, intimidation, or bullying, as defined above, shall promptly notify the building principal and/or his/her designee of the event observed, and shall promptly file a written incident report concerning the events witnessed. Teachers and other school staff who receive student or parent reports of suspected harassment, intimidation, and bullying shall promptly notify the building principal and/or his/her designee of such report(s). If the report is a formal, written complaint, such complaint shall be forwarded promptly (no later than the next school day) to the building principal or his/her designee. If the report is an informal complaint by a student that is received by a teacher or other professional employee, s/he shall prepare a written report of the informal complaint which shall be promptly forwarded (no later than the next school day) to the building principal or his/her designee.

In addition to addressing both informal and formal complaints, school personnel are encouraged to address the issue of harassment, intimidation, or bullying in other interactions with students. School personnel may find opportunities to educate students about harassment, intimidation, and bullying and help eliminate such prohibited behaviors through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

All complaints will be promptly investigated in accordance with the following procedures:

1. Any complaints, allegations, or rumors of aggressive behavior and/or bullying shall be presented to the building principal or assistant principal or the Superintendent. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Board of Education official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and should include the specific nature of the offense (e.g., the person(s) involved, number of times and places of the alleged conduct, the target of the suspected aggressive behavior and/or bullying, and the names of any potential witnesses). If the person filing the formal complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.
2. The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the Superintendent

3. If the complainant is not satisfied with the decision at Step II, s/he may submit a written appeal to the Superintendent or designee. Such appeal must be filed within ten (10) work days after receipt of the Step II decision. The Superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to review and discuss the appeal. The Superintendent or designee shall provide a written decision to the complainant's appeal within ten (10) work days of the appeal being filed.

If the complainant is not satisfied with the decision at Step III, a written appeal may be filed with the Board. Such appeal must be filed within ten (10) work days after receipt of the Step III decision. The Board shall, within twenty (20) work days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within ten (10) work days following completion of the hearing.

Documentation related to the incident, other than any discipline imposed or remedial action taken, will be maintained in a file separate from the student's education records or the employee's personnel file.

Publication of the Prohibition Against Harassment, Intimidation, and Bullying

At least once each year, a written statement describing the policy and the consequences for violations of the policy shall be sent to each student's custodial parent/guardian. The prohibition against harassment, intimidation, or bullying shall be publicized in student handbooks and in District publications that set forth comprehensive rules, procedures and standards of conduct for students. Information regarding the policy shall be incorporated into employee training materials. The following statement shall be included:

Harassment, intimidation, or bullying behavior by any student in the Dublin City School District is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. "Harassment, intimidation, or bullying", in accordance with R.C. 3313.666 means any intentional written, verbal, graphic or physical act including electronically transmitted acts i.e., Internet, cell phone, personal digital assistant (PDA), or wireless hand-held device, either overt or covert, by a student or group of students toward other students, including violence within a dating relationship, with the intent to harass, intimidate, injure, threaten, ridicule, or humiliate. Such behaviors are prohibited on or immediately adjacent to school grounds, at any school-sponsored activity, on school provided transportation, or at any official school bus stop that a reasonable person under the circumstances should know will have the effect of:

- A. Causing mental or physical harm to the other students including placing an individual in reasonable fear of physical harm and/or damaging of students' personal property; and,**
- B. Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.**

Retaliation/False Charges

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of aggressive behavior and/or bullying is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated and may result in disciplinary action. This may include suspension or up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Suspected retaliation should be reported in the same manner as aggressive behavior and/or bullying.

Remedial Actions

Verified acts of harassment, intimidation, or bullying shall result in an intervention by the building principal or his/her designee that is intended to provide that the prohibition against harassment, intimidation, or bullying behavior is enforced, with the goal that any such prohibited behavior will cease.

Harassment, intimidation, and bullying behavior can take many forms and can vary dramatically in seriousness and impact on the targeted individual and other students. Accordingly, there is no one prescribed response to verified acts of harassment, intimidation, and bullying. While conduct that rises to the level of "harassment, intimidation, or bullying," as defined above will generally warrant disciplinary action against the perpetrator of such prohibited behaviors whether or to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building principal. The following sets forth possible

interventions for building principals to enforce the Board's prohibition against "harassment, intimidation, or bullying."

Non-Disciplinary Interventions

When verified acts of harassment, intimidation or bullying are identified early and/or when such verified acts do not reasonably require a disciplinary response, students may be counseled as to the definition of harassment, intimidation, or bullying, its prohibition, and their duty to avoid any conduct that could be considered harassing, intimidating, or bullying.

If a complaint arises out of conflict between students or groups of students, peer mediation may be considered. Special care, however, is warranted in referring such cases to peer mediation. A power imbalance may make the process intimidating for the victim and therefore inappropriate. The victim's communication and assertiveness skills may be low and could be further eroded by fear resulting from past intimidation and fear of future intimidation. In such cases, the victim should be given additional support. Alternatively, peer mediation may be deemed inappropriate to address the concern.

Disciplinary Interventions

When acts of harassment, intimidation, and bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints that are not otherwise verified, however, shall not be the basis for disciplinary action.

In and out-of-school suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving him/her an opportunity to explain the situation.

Expulsion may be imposed in accordance with Board policy. This consequence shall be reserved for serious incidents of harassment, intimidation, or bullying and/or when past interventions have not been successful in eliminating prohibited behaviors.

Reporting Obligations

If after investigation, acts of harassment, intimidation, or bullying by a specific student are verified, the principal shall notify, in writing the custodial parent/guardian of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

If after investigation, acts of bullying against a specific student are verified, the Principal shall notify in writing the custodial parent/guardian of the victim of such finding. In providing such notification, care shall be taken to respect the statutory privacy rights of the perpetrator of such harassment, intimidation, or bullying.

Semiannually, the Superintendent shall provide the Board President a written summary of all reported incidents of harassment, intimidation, or bullying and post the summary on the District website.

Intervention Strategies

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when such prohibited acts are verified, other District actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school needs for such interventions may vary from time-to-time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

- A. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents, or school personnel.
- B. Planned professional development programs addressing targeted individuals' problem, including what is safe and acceptable Internet use.
- C. Data collection to document victim problems to determine the nature and scope of the problem.
- D. Use of peers to help ameliorate the plight of victims and include them in group activities.

- E. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough).
- F. Awareness and involvement on the part of all school personnel and parents with regard to victim problems.
- G. An attitude that promotes communication, friendship, assertiveness skills and character education.
- H. Modeling by school personnel of positive, respectful, and supportive behavior toward students.
- I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines).
- J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- K. Form harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

Intervention Strategies for Protecting Victims

- A. Supervise and discipline offending students fairly and consistently.
- B. Provide adult supervision during recess, lunch time, bathroom breaks, and in the hallways during times of transition.
- C. Maintain contact with parents and guardians of all involved parties.
- D. Assist the victims to obtain counseling if assessment indicates that it is needed.
- E. Inform school personnel of the incident and instruct them to monitor the victim and the offending party for indications of harassing, intimidating, and bullying behavior. Personnel are to intervene when prohibited behaviors are witnessed.
- F. Check with the victim daily to verify that there has been no incidents of harassment, intimidation, bullying, or retaliation from the offender or other parties

Training

Orientation sessions for students shall introduce the elements of this policy and procedure. Students will be provided with age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying, including dating violence prevention education in grades 7-12, written or verbal discussion of the consequences for violations of Policy 5517.01, and their rights and responsibilities under this and other District policies, procedures, and rules, at student orientation sessions and on other appropriate occasions. Parents will be provided with information about this policy and procedure, as well as information about other District and school rules and disciplinary policies. This policy and procedure shall be reproduced in student, staff, volunteer, and parent handbooks.

Information regarding the policy on harassment, intimidation, and bullying behaviors shall be incorporated into training materials used with employees and volunteers with direct contact with students. The in-service education provided to middle and high school employees shall include training in the prevention of dating violence. Time spent by school employees in the training, workshops, or courses shall apply toward any State or District-mandated continuing education requirements.

School personnel members are encouraged to address the issue of harassment, intimidation, and bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose

or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

Police and Child Protective Services

Allegations of criminal misconduct and suspected child abuse will be reported to the appropriate law enforcement agency and/or to Child Protective Services (CPS), according to the prescribed timelines. The School District shall also investigate for the purpose of determining whether there has been a violation of District Policy, even if law enforcement or CPS officials are also investigating. All School District personnel shall cooperate with investigations by outside agencies.

In addition to, or instead of, filing a bullying, harassment, or intimidation complaint through this policy, a complainant may choose to exercise other options, including but not limited to filing a complaint with outside agencies or filing a private lawsuit. Nothing prohibits a complainant from seeking redress under other provisions of the Revised Code or law that may apply.

(End of AG 5517.01)

Safety Guidelines for Riding Dublin City Schools Buses

All rules listed below are taken from the bus regulations developed by the Ohio Department of Education and Workforce and Workforce in cooperation with the National Highway Traffic Safety Administration. We believe these rules will help ensure a safe and orderly environment on each bus for all students.

Students riding Dublin City Schools buses shall:

1. Always obey and cooperate with the bus driver promptly and respectfully.
2. Observe the Dublin City Schools Student Code of Conduct on the bus.
3. Turn in a completed medical emergency card to the bus driver within three (3) days after receiving it.
4. Arrive at the bus stop 5 to 10 minutes before the bus is scheduled to arrive. Buses are on a time schedule and will not return for late students before or after school.
5. Not behave at the bus stop in a manner, which may threaten life, limb or property of any individual. When getting on or off the bus, students must cross the street or highway only when the driver has signaled that the way is clear. Students must remain visible to the driver at all times.
6. Wait for the bus to come to a complete stop and the door to open before leaving the Designated Place of Safety to get on the bus or before getting up from a seat to get off the bus.
7. Go directly to an available or assigned seat - do not stand. Students may not change seats without the driver's permission.
8. Remain seated, keeping aisles and exits clear at all times.
9. Not put any part of the body out of a bus window. Please do not open or close the windows on the bus without the driver's permission.
10. Talk quietly at all times. At railroad crossings there is to be no talking.
11. Not use profane language.
12. Not eat, drink, spit, or litter on the bus.
13. Not throw or pass objects on, from or into the bus.
14. Carry on the bus only objects that can be held in their laps.
15. Not bring animals, dangerous materials, or objects onto the bus.
16. Not damage the bus in any way. If you damage the bus, you will be responsible to pay to have the bus repaired. Report to the driver any damage you find.
17. Ride their regularly assigned bus and leave or board the bus at locations, which they have been assigned unless each student has parental and administrative authorization to do otherwise.
18. Not use electronic equipment, such as radios, cell phones, smart watches, tablets, or other PCDs, unless permitted to do so by the bus driver. In no case will the use of any electronic device be permitted that creates a distraction for the bus driver.

Dublin City Schools Bus Discipline Referral Procedure

As stated in Rule 20 of the Code of Conduct, "A student shall not violate bus regulations." There is a Bus Discipline Referral Procedure in place, which includes a variety of interventions and documentation by the bus driver. Normally, interventions include driver-to-student and driver-to-parent contact; if there is no resolution, the

Discipline Referral Report is handed over to the building principal.

Penalties for Infractions

A student who misbehaves on the bus shall be disciplined in accordance with the Student Discipline Code and may lose the privilege of riding on the bus. The following are the steps that will be followed in the case of repeated behavior infractions. Steps may be skipped depending on the severity of the incident.

Driver Interventions	-	Driver to student, Driver to parent
1st Bus Discipline Referral	-	Warning from Administration
2nd Bus Discipline Referral	-	Administrative Intervention
3rd Bus Discipline Referral	-	3-day bus suspension
4th Bus Discipline Referral	-	5-day bus suspension
5th Bus Discipline Referral	-	10-day bus suspension
More than 5 Referrals	-	Repeat 10-day bus suspension, possible recommendation to Superintendent for permanent removal from the bus

Alternative Transportation Guidelines

A signed waiver is required if there are any adjustments in the normal pick up or drop-off location of a student. A temporary change may be requested in writing and sent directly to the school at least two days in advance. A long-term adjustment requires a Transportation Form with a minimum 2-week notice. Requested changes are contingent upon availability of space on the bus.

Videotapes on School Buses

The Board of Education has installed video cameras on school buses to monitor student behavior. If a student misbehaves on a bus and his/her actions have been recorded on video, the tape will be submitted to the Principal and may be used as evidence of misbehavior.

Acknowledgement Form

Parent/Student Acknowledgement of:

Student Handbook

Teacher's Name: _____

We, _____ and _____,
Parent/Guardian Name (Please Print) Student Name (Please Print)

have received and read the 2024-2025 Student Handbook. We understand the rights and responsibilities pertaining to students and agree to support and abide by the rules, guidelines, procedures and policies of the Dublin School District. We also understand that this handbook supersedes all prior handbooks and other written material on the same subjects.

Parent/Guardian Signature

Date