



DUBLIN
CITY SCHOOLS

**Middle School Family
Handbook
2024-2025**

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Welcome!

Dear Students,

Whether you are a newcomer to our school or have previously attended, we hope you will find this school year to be a memorable and exciting one. Cooperation is, of course, the key, and toward that end we suggest that you read this handbook thoroughly. It will tell you exactly what we expect of you and what services and benefits you may expect from the school. We are looking forward to helping you have a successful and rewarding year.

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 Teaching and Learning
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

Middle Schools

ANN SIMPSON DAVIS MIDDLE SCHOOL
2400 Sutter Parkway
Dublin, Ohio 43016
Main: (614) 761-5820
Attendance: (614) 718-8671
Fax: (614) 761-5893
Principal: Dr. Jaime Stewart
Assistant Principal: Mr. Jason Snyder
Admin Intern: Mrs. Cortney Ingram

WILLARD GRIZZELL MIDDLE SCHOOL
8705 Avery Road
Dublin, Ohio 43017
Main: (614) 798-3569
Attendance: (614) 718-8600
Fax: (614) 761-651
Principal: Mr. Andrew Wilkinson
Assistant Principal: Mrs. Shana Murray

JOHN SELLS MIDDLE SCHOOL
150 W. Bridge St.
Dublin, Ohio 43017
Main: (614) 764-5919
Attendance: (614) 718-8572
Fax: (614) 764-5923
Principal: Mr. Matthew Sachtleben
Assistant Principal: Mrs. Katy O'Neal

EVERSOLE RUN MIDDLE SCHOOL
9001 Gardenia Drive
Dublin, Ohio 43064
Main: (614) 718-8448
Attendance: (614) 718-8461
Fax: (614) 718-8413
Principal: Mrs. Rita Shaffer
Assistant Principal: Mrs. Ashley Small

DR. HENRY W. KARRER MIDDLE SCHOOL
7245 Tullymore Drive
Dublin, Ohio 43016
Main: (614) 873-0459
Attendance: (614) 718-8511
Fax: (614) 873-1492
Principal: Ms. Brooke Menduni
Assistant Principal: Mr. Joe McCreary

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

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

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

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

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

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

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

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

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

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					

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

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

Student Rights and Responsibilities

All students have rights as bestowed to them by Ohio law, the Constitution of the United States, the Board of Education and their parents/guardians. In the exercise of these rights, students have basic responsibilities. Every right has a corresponding responsibility. A student may temporarily forfeit his/her right to educational opportunities when his/her conduct disrupts the educational process, deprives others of their basic right and violates the school rules and local ordinances established herein.

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).

The 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 opportunity. 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, OH or s/he can be reached by calling 614-760-4320.

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) are 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. 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 Custodian of Records ("COR") (building principal) 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. The hearing will be conducted by a hearing officer who will submit his/her findings to the Superintendent. 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).

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.

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)

Operations

Student Attendance

Daily Attendance Expectations

Dublin Schools has a commitment to provide a formal quality education to its students. To achieve this goal, students must consistently be in attendance at school.

Students are expected to be in all classes and study halls. Attendance and promptness to class is the responsibility of each student and his/her parents or guardian. Attending classes and being on time allows the student to benefit from the school's program in addition to developing habits of punctuality, self-discipline, and individual responsibility.

When a student is absent from school, a parent must call the school attendance office within 30 minutes of the start of that school day to report their child's absence from school. If the school is not contacted by the parent, the school will make every reasonable attempt to contact parents at home or at work. Upon the student's return to school, parents must provide written documentation explaining the absence to the main office.

Tardy Behavior

Any student late to school must report to the attendance office. A student will be considered tardy if they arrive at school up to 90 minutes after the school day begins, any time after this the student will be considered absent for their time missed. If a student comes to school and goes home ill, they will be counted absent for their time missed. P.M. tardies occur when a student leaves before the end of the school day. These tardies are tallied with A.M. tardies. Tardiness for reasons other than those listed in Ohio Revised Code in the attendance section is unexcused.

Continual tardiness to school will result in disciplinary action at the third infraction of each quarter. Further disciplinary action will be taken if tardiness persists. Failure to sign into the attendance office will also result in disciplinary action.

Leaving School During the Day

Students who have an appointment to leave school during the day must come to the office before school with a note from the parent and receive a Passport from the office. This list of students appears on the absence list daily. Students are responsible for reporting to the office and signing out at the correct time. Parents must come to the office to pick up their student. This is to ensure their safety and well-being.

Dublin City Schools Attendance Policy

Section 3321.04 of the Ohio Revised Code provides that every parent, guardian, or other person having charge of any child of compulsory school age must send such child to a school which conforms to the minimum standards prescribed by the State Board of Education for the full time the school is in session. Such attendance must begin within the first week of the school term, or within one week of the school term, or within one week of the date on which the child begins to reside in the district.

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. The following conditions constitute reasons for 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)

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

Extended Vacations/Extended Student Absence During the School Year

Students are permitted to go on vacation during the school year without penalty (except the week ending each semester). 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 his/her 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 and pages 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.

In addition to the above guidelines, Dublin Schools have a procedure for prearranged absences. Form (5200 F1) must be picked up in the office five days in advance of absence. This needs to be signed by teachers and parents, and be on file in the office three days prior to absence to be considered prearranged.

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.

Co/Extra Curricular

Students participating in extracurricular activities must attend school during the day of the activity in order to participate in the activity. Students who are absent from school for more than one-half day on the day of a game, match, or event will not be permitted to participate. Students must be in school at least 4 periods to be considered eligible to participate in extracurricular activities.

Job Shadowing

Middle School school students are permitted to leave from normal school classes to shadow individuals or organizations in career areas that are of interest to students. Arrangements for such experiences should be made well in advance to ensure that permission is granted. The following procedure must be completed prior to permission being granted:

1. Students have up to two (2) days each year to shadow. Students may contact one of the available Industry Partners from the list available in the guidance office or they may use their personal resources to identify a professional/organization.
2. The student must complete a Job Shadow request form a minimum of two (2) school days prior to the experience and submit to the attendance office for approval.
3. No requests will be honored three (3) school days prior to and/or after a school vacation or holiday.
4. Students should complete the Job Shadow Student Packet within one week of the experience.

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/resources/calendars/religious-holy-days>.

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 ground 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 and the consequences thereof:

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. 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 truant officer and file charges of lack of compliance with the compulsory education rules.

Attendance at School Events

Students must be in attendance the day of the event at least 240 minutes to be allowed to participate. This includes academic activities, athletic events, extracurricular activities and clubs. All school rules apply at school events.

Withdrawal Procedure

At least three days prior to withdrawal, a withdrawal form must be picked up in the Guidance Department. This form must be presented to each teacher and all textbooks, library books, and other materials must be turned in. After this form has been completed, it must be returned to the Guidance Department in order to allow cumulative records to be forwarded to the new school.

Emergency Procedures Fire/Tornado Drills

Fire drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. Students are not permitted to talk during a fire drill and are to remain outside the building until a signal is given to return inside. Books and personal belongings are to be left in the room. Students are not permitted to go to

their lockers during a fire drill.

Tornado drills are conducted at frequent intervals as well. Each classroom has an area to occupy for such drills, and the same rules for personal behavior apply as for fire drills.

In any other emergency, follow the directions of your administrators or teachers.

Emergency Safety Drills

Emergency safety, tornado, and fire drills will take place at regular intervals in the middle schools and are an important safety precaution. When the announcement is made for a safety drill, students, teachers, visitors and all other people in the building are to follow the directions and protocols established by the Dublin City Schools.

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](https://twitter.com/DublinPolice)

Follow Dublin City Schools on Facebook, Instagram, and Twitter: [@DublinSchools](https://twitter.com/DublinSchools)

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

School Closing

If the school is closed because of poor weather conditions or an emergency, the closing will be announced over local radio and television stations and posted on the district’s web site, www.dublinschools.net. If possible, the announcement will be made on the 11:00 PM news the night before and at 6:30 AM on the day of school. Do not call school employees, the high school, or the central office to inquire about school closings. Listen to the radio stations and watch the local television stations. If you have signed up for the Parent Notification System (as outlined above), you will be notified of any school closing.

Items/Messages for Students

Items brought to school by a parent must be picked up by the student in the office. Items will not be delivered to classrooms. Messages regarding appointments, transportation, or other issues will not be delivered unless it is an emergency. Parents need to make arrangements in advance with their child.

Lockers

Lockers are the property of the school and are assigned to the student as a convenience. Lockers are subject to

search and seizure policy. Locker assignment can only be changed with the permission of the office. It is recommended that students not share their locker combinations with other students.

Lunch

Students may pack a lunch and purchase milk from the cafeteria. Each Dublin middle school participates in the National School Lunch Program and makes a balanced lunch available to students. A la carte items are also available. You may put money on your child's lunch account on-line 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. Applications for the Free and Reduced Price Meal Program are distributed to all students at the beginning of each school year. These forms can also be accessed from the district web site or by visiting "www.lunchapplication.com" to apply online.

Student Visitors

Student visitors are not permitted.

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)

1:1 Chromebook Program

Technology Fee

- All 1:1 participants are required to make a payment in full established by the assigned distribution day of the school.
- If the technology fee is not received, the Parent/Guardian will be responsible for the market cost of replacement of the Chromebook, or cost for repairs.
- The \$50 annual technology fees include: 1 full replacement on the Chromebook and 2 break-fix issues.
 - o Break-Fix Includes: broken screens, keyboard replacement, broken hinges and internal ports for power and headphones.
 - o Charging cords are not covered under the tech fee, lost cords must be replaced by the Parent/Guardian.
- Damage caused by deliberate action of the student is not covered by the Fee/Protection Fund. If a Chromebook is lost or damaged due to neglect, the Parent/Guardian/Student may be liable for the full purchase price of the device.

Taking Care of Your Chromebook

Students should treat the Chromebook as a valuable piece of equipment. The Chromebook is school property. All users will follow these expectations, the Code of Conduct, and all acceptable use policies.

General Precautions and Care

- The Chromebook must remain free of any writing, drawing, stickers, or labels that are not the property of the District.
- Chromebooks should never be left unsupervised.
- Students are responsible for charging Chromebooks prior to each school day.

Student Google: Personal Information

Google will not share personal information with companies, organizations and individuals outside of Google unless one of the following circumstances applies:

- With parental or guardian consent. Google will share personal information with companies, organizations or individuals outside of Google when it has parents' consent (for users below the age of consent), which may be obtained through G Suite for Education schools.
- With Dublin Schools G Suite for Education accounts, because they are school-managed accounts, give administrators access to information stored in them.
- For external processing. Google may provide personal information to affiliates or other trusted businesses or persons to process it for Google, based on Google's instructions and in compliance with the G Suite for Education privacy notice and any other appropriate confidentiality and security measures.
- For legal reasons. Google will share personal information with companies, organizations or individuals outside of Google if it has a good-faith belief that access, use, preservation or disclosure of the information is reasonably necessary to:
 - meet any applicable law, regulation, legal process or enforceable governmental request.
 - enforce applicable Terms of Service, including investigation of potential violations.
 - detect, prevent, or otherwise address fraud, security or technical issues.
 - protect against harm to the rights, property or safety of Google, Google users or the public as required or permitted by law.

Google also shares non-personal information, such as trends about the use of its services, publicly and with its partners

Personal Communication Devices (Administrative Guideline 5136)

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

Possession and/or use of a personal communication device (PCD) 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 this guideline, or otherwise engages in abuse of this privilege. Strict adherence to Policy 5136 and this guideline is required.

"Personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g. mobile/cellular telephones, smartphones [e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.], telephone paging devices [e.g., beepers or pagers]), and/or other web-enabled devices of any type.

Unless approved by a supervising teacher, an administrator or an IEP team, students are prohibited from using PCDs or having them "On" (i.e., the device must be powered completely off and not just placed into vibrate or silent mode; a device will be considered "On" if it is ready to receive, send, capture or record any communication, visual image, sound, text message or other information) during the regularly scheduled school day (i.e. from the moment the individual student arrives on school grounds during a day that students are in attendance for instructional purposes, until the last class of the day has ended for all students). This includes lunch periods, passing periods, as well as on school-sponsored trips and "behind-the-wheel" driver education classes or in school vehicles. High school students may use PCDs before and after school, during their lunch break and in between classes, as long as they do not create a distraction, disruption or otherwise interfere with the educational environment. "Using" refers to, not only the making and/or receiving of calls, but also using the PCD for any other purpose (e.g., sending e-mails, text messages or instant messages, taking pictures, making recordings/videos, etc.). Students also may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet Web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicle or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the bus driver, classroom teacher sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

PCDs, including but not limited to devices with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include but are not limited to gymnasiums, locker rooms, shower facilities, rest/bathrooms, swimming pool, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes, whether here or at another school district where a school activity or athletic event is occurring. The building principal has authority to make determinations as to other specific locations and situations where use of a PCD is absolutely prohibited.

Students participating in extra-curricular activities and athletics must contact their coach, advisor, or sponsor for his/her rules involving the use of PCDs after school hours or on after-school bus trips. Coaches and sponsors will set their rules and enforce consequences involving the use and/or misuse of these devices.

The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. Students and parents are strongly encouraged to take appropriate precautions, if students possess PCDs at school, to make sure the devices are not left unattended or unsecured.

Using a PCD in an unauthorized manner or in violation of Policy 5136 or this guideline may result in loss of this privilege, 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 after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned-over to law enforcement), and/or referral to law enforcement if the violation involves an illegal activity (e.g. child pornography).

If a school teacher or administrator observes a violation of this guideline, s/he is required to confiscate the device and bring it to the building principal's office and provide the name of the student from whom the PCD was taken. Any confiscated device will be held in a secure location in the building's central office until the item is retrieved by the student's parent/guardian or turned-over to law enforcement. Students whose PCDs are confiscated may be required to contact their parents/guardians to inform them that the item was confiscated and that it will only be returned to the parents/guardians.

(End of Administrative Guideline 5136)

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.

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 have the effect of distracting, disrupting and/or intimidating others in the school environment and leading to opportunities for academic dishonesty and other disruptions of the educational process. Consequently, the Board of Education will supply any electronic equipment or devices necessary for participation in the educational program. 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 prohibited devices include but are not limited to:

- A. lasers,
- B. laser pens or pointers,
- C. electronic games/toys.

Students may use the following electronic equipment/devices on school property for an educational or instructional purpose (e.g., taking notes, recording a class lecture, writing papers) with the teacher's permission and supervision:

- A. cameras (photographic and/or video),
- B. laptops, (with Up-to-Date Anti-Virus/Anti-Spyware Installed)
- C. mobile phones,

Students may use the following electronic equipment/devices while riding to and from school on a school bus or other vehicle provided by the Board at the discretion of the bus driver, classroom teachers, sponsor/advisor/coach, or building principal:

- A. cameras (photographic and/or video),
- B. mobile phones.

Distracting behavior that creates an unsafe environment will not be tolerated.

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. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior.

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.

Personal Property at School

The school is not responsible for lost, damaged, or stolen items that are brought from home.

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 his/her 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, except that students over eighteen (18) years of age shall also be liable for damage they cause.

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 Board 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.

Search and Seizure

Search of a student and his/her possessions, including lockers, 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. All searches may be conducted with or without the student's consent.

Students are provided lockers, desks, and other equipment in which to store materials. It is clearly understood that this equipment is the property of the school and may be searched at any time if there is reasonable suspicion that a student has violated the law or school rules. Locks are provided to the student to prevent theft, not to prevent searches. Anything that is found in the course of a search that may be evidence of a violation of school rules or law may be taken and held or turned over to the police. The school reserves the right not to return items which have been confiscated.

Academics

Grades and Report Cards

Grading Scale

A	=	93-100	=	4.00
A-	=	90-92	=	3.67
B+	=	87-89	=	3.33
B	=	83-86	=	3.00
B-	=	80-82	=	2.67

C+	=	77-79	=	2.33
C	=	73-76	=	2.00
C-	=	70-72	=	1.67
D+	=	67-69	=	1.33
D	=	63-66	=	1.00
D-	=	60-62	=	0.67
F	=	59-Below	=	0.00

Nine Week Grading Periods

1st Nine Weeks	Ends October 17, 2024
2nd Nine Weeks	Ends December 20, 2024
3rd Nine Weeks	Ends March 14, 2025
4th Nine Weeks	Ends May 23, 2025

Twelve Week Grading Periods

1st Twelve Weeks	Ends November 8, 2024
2nd Twelve Weeks	Ends February 13, 2025
3rd Twelve Weeks	Ends May 23, 2025

Semester Exams

6th Grade:	No semester exams
7th Grade:	No semester exams
8th Grade:	Semester exams will be given in any high school credited courses at the close of the first semester. No final exams covering the year will be given.

GPA

Grade point averages will be figured each quarter for the purpose of eligibility. All courses will have equal weight. Class rank will not be figured and has no purpose at the middle school level.

Guidelines for Schedule Changes for High School Equivalent Courses

Each spring, a series of scheduling activities takes place to assist each student in selecting appropriate courses for the following year. From the time a student returns the course request form (February) until the end of the school year (June), a student may request a schedule change. It is important to realize that our master schedule is based upon the student requests made in February. In order to be fiscally responsible, the number of class sections within each subject area is based on these projections. These requests also dictate new teacher hires during the summer. Once classes are scheduled, it is difficult to make a schedule change because many classes will be at or near capacity. Students may not be enrolled in a class that is considered filled. **Once a student has received his/her schedule in August, through the remainder of the school year, the Dublin City Schools Change Request Form, available in the Guidance Office, must be processed to request a schedule change.**

High School Credit Earned at the Middle School

Middle school students successfully completing high school courses will be granted high school credit for each approved course completed. Such credit will count toward high school credit requirements. The final grade and credit will appear on the high school transcript and will be figured into the high school grade point average (GPA). All students taking high school classes for credit are subject to all high school student handbook guidelines. (High

school student handbooks can be obtained in the high school.)

College Credit Plus

College Credit Plus (CCP) is a program that gives students in grades 7-12 an opportunity to be enrolled in both high school and college coursework at the same time. College Credit Plus replaces Ohio's Post-Secondary Enrollment Options program (PSEO) and all dual enrollment programs. Students must meet the admission requirements set forth by the university. Dublin City Schools will bear all tuition costs.

Students must meet the admission requirements set forth by the college/university. Dublin City Schools will pay all tuition, textbook, and fee costs.

Students eligible for CCP must be academically ready for college level courses and be willing to follow the procedures outlined by the college/university while still in high school. Dublin City Schools has partnered with Columbus State Community College (CSCC), The Ohio State University (OSU) to offer courses at Emerald Campus. College Credit Plus courses are offered on the campuses of CSCC and OSU and at all Dublin high school campuses depending upon enrollment and availability of instructors.

Students are not limited to taking CCP courses at Emerald Campus. They may also enroll in any public Ohio college or university, participating independent or out-of-state colleges or universities (additional fees often apply), online courses, or any combination of the above.

Per HB 487, College Credit Plus courses must receive the equivalent weight as any weighted course within a given content area. A student's letter grade earned through a university will be issued on his/her Dublin City School's transcript. The Dublin City School weight for that letter grade will be factored into the student's GPA. Credits earned through College Credit Plus are transferable to many public and private institutions in Ohio and out of state. Two websites are available to help students fully understand what courses will transfer: www.transfer.org or www.ohiomeanssuccess.gov.

To participate in CCP, students must submit a written notice of their intent to participate in the upcoming academic year, by April 1, in accordance with section 3365.03 of the Revised Code. Requirements for applying and registering vary by option. Students should consult their home high school counselor for due dates.

Interested students and parents are required to attend a yearly informational session prior to registration to understand the benefits, risks, and consequences of participation. The meeting is typically held in December or January.

Should a student fail to complete a CCP course taken for credit (formal "class drop" process, nonattendance reasons, course failure, etc.) any and all financial obligations assumed by the Board will default to the students and their parents. This includes tuition, books, materials, and fees. Charges for billable tuition are as follows:

- \$41.64/per credit hour—if taught by a DCS teacher at Emerald Campus
- \$83.28/per credit hour—if taught by a college/university adjunct at Emerald Campus
- \$166.25/per credit hour—if class is taken online or on a college/university campus

(Fees subject to change.)

Further information about CCP will appear on our district and high school websites, in the DCS Informational Guide: <http://bit.ly/DCSCCP>, as well as in the College Credit Plus portion of this handbook.

Parents and students are encouraged to speak with their school counselor for more information.

Student Awards & Recognition

Honor Roll/Merit Roll

Students who have received a 3.0-3.49 grade point average (GPA) will receive recognition each nine-week grading period on the Merit Roll. Students who have a 3.5-4.0 GPA will receive recognition on the Honor Roll. ~~These names will be published following each grading period in the local newspapers.~~

Scholastic Awards

6th Grade Academic Achievement Award

This award is earned by any sixth-grade student who, at the end of the third grading period, has a cumulative average of 3.50 GPA or above including all graded subjects.

7th Grade Academic Achievement Award

This award is earned by any seventh-grade student who, at the end of the third grading period, has a cumulative average of 3.50 GPA or above including all graded subjects.

8th Grade Academic Achievement Award

This award is earned by any eighth-grade student who, at the end of the third grading period, has a cumulative average of 3.50 GPA or above including all graded subjects.

8th Grade Academic Excellence Achievement Award

This award is earned by any eighth-grade student who, at the end of their eighth-grade year, has maintained a 4.0 GPA including all graded subjects. This is calculated from all quarter grades, including classes taken in 6th, 7th, and 8th grades, for all students.

Promotion and Retention

The promotion/retention of a student in any grade level should be in the best interest of the student. The first consideration for student retention is failure to meet minimum levels of knowledge and skills at this grade level, or minimum goals prescribed on the Individualized Education Program. However, academics will not be the sole factor in the determination of retention. The student's age, maturity level, emotional and social criteria must also be considered on an individual basis. Retention shall occur only if it presents the possibility of allowing the student to function successfully at grade level in these areas. It is viewed as an opportunity for growth. If deemed necessary, it should occur as early as possible in a student's educational program.

Criteria for consideration of retention of middle school students will include:

1. Current level of achievement (e.g. standardized assessment tools, reading assessments, classroom test results, work samples, progress reports, and current level of achievement in core subjects).
2. Potential for success at the next level including emotional, physical, and social growth as guided by a retention scale.
3. Response to planned intervention.
4. Attendance.

Core subjects are Language Arts, Social Studies, Science and Math.

Procedure for Potential Retention

- Teacher or parent initiates referral to team.
- Team discusses student and seeks related arts teachers/core input where appropriate.
- Team leader contacts parents (follow through may include parent conference, counseling, or tutoring).
- The office will send a letter at the end of the semester for students experiencing difficulty.
- Potential retentions will be identified at the end of the third nine weeks. Parents will be notified.
- The "Intent to Retain" letter will be sent to parents stating reasons at interim time during the fourth quarter.
- Parent conferences will be scheduled as requested.
- Appeals to the Superintendent/Designee must be submitted in writing by June 15.

Placement

A student who has not met the requirements for promotion may be placed in the next grade by the principal when the principal believes that placement in the next grade would be more beneficial than retention.

Homework Requests For Absent Students

1. Students are allowed a makeup period equal to the number of days absent plus one. Long-term projects or tests announced in advance are expected to be turned in or taken upon return.

2. Students who fail to make up work in the allotted time will be assigned a failing grade or incomplete for the grading period.
3. Incompletes must be made up within ten school days or a failing grade will be assigned.

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 caught accessing or sharing information in regard to state or national assessments will be subject to disciplinary action.

Library Services

Our media center is centrally located. This location indicates how important the library is to our school. Books, reference materials, encyclopedias, newspapers and magazines are provided for your use. Each student is responsible for materials borrowed from the library. Fines may be assessed for lost or overdue items. There is also a copier available for student use, as well as a computer lab, complete with networked Macintosh computers.

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 Academics and Student Learning at 5175 Emerald Parkway in Dublin, phone 614-764-5913, or visit www.dublinschools.net.

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.

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>.

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.

School Counseling Services

School Counseling services are for all students. The focus of the school counseling program is to provide experiences to ensure that every student progresses toward fulfillment of their educational, personal and career

goals. We believe that parents/guardians are an essential component in the educational planning for their student. The middle school counseling department follows the School Counseling Framework of Dublin City Schools, a coordinated plan based on stated goals and delineated student competencies.

The school counselors are available to assist and support you with decision-making and problem solving. If you need help with a schedule change, the school counselor can assist you. They can offer options about how to get along well with teachers and other students. If you need assistance with personal decisions, you may want to talk with a school counselor. They are available to assist you in understanding your interests, abilities and skills related to academic achievement. Parents are welcome to discuss any items of importance with school counselors.

If you would like to talk to a school counselor, please complete the School Counselor Appointment Form that is available in the School Counseling Office. A school counselor will contact you as soon as they are available.

Student Health

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 of attendance 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
<p>DTaP/DT/Td/Tdap Diphtheria, Tetanus, Pertussis</p>	<p><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.</p> <p><u>Grades 7-12</u> One (1) dose of Tdap vaccine must be administered on or after the 10th birthday prior to entry.</p>
<p>POLIO</p>	<p><u>K-12</u> Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4th 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.</p>
<p>MMR Measles, Mumps, Rubella</p>	<p><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.</p>
<p>HEP B Hepatitis B</p>	<p><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.</p>
<p>Varicella Chickenpox</p>	<p><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.</p>
<p>MCV4 Meningococcal</p>	<p><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.</p> <p><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</p>

given on or after the 16 th birthday, only one dose is required.

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 provider 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>.

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.

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)

Student Conduct

Dublin City Schools Code of Conduct

[Required by State Statute; Approved by Board of Education]

The administration and faculty expects that all students will exhibit proper behavior and common courtesy. This is expected before, during and after school hours. As required by Ohio Revised Code 3313.661, The Dublin Board of Education has adopted the Student Code of Conduct, which outlines those behaviors considered unacceptable and for which a student may be suspended, expelled, or removed.

In addition, the laws of the State of Ohio outline the due process procedures, which must be followed in disciplinary matters. Please read and understand the following information. A copy of the Code shall be posted in a central location in each school and made available to students on request.

Student Code of Conduct

Definitions:

1. ALC - Alternative Learning Center
2. OSS- Out of School Suspension

RULE 1. Narcotics, alcoholic beverages, drugs, drug paraphernalia, counterfeit controlled substances, or mood altering chemicals of any kind: A student shall not knowingly buy, 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, nonprescription 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 container 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 rug kits.

Use/Possession (including: buy, apply, possess, use, transmit, conceal, be under the influence):

1st Offense:

Minimum and Maximum: 10 day OSS (out of school suspension). The suspension may be reduced to 5 days with the agreement of the student and parent/guardian to complete the district approved alcohol, tobacco and drug use education program. If the student and family do not complete the program, the student will be assigned the remaining 5 days –**AND**– any additional penalties as outlined in the Student-Parent Co-Curricular Activity Handbook and the Substance Misuse (see page 43).

2nd Offense:

Minimum and Maximum: 10 day OSS (out of school suspension) with a recommendation to the superintendent the student be expelled from school –**OR**–

Minimum and Maximum: 10 day OSS (out of school suspension) and the student will complete assessment/evaluation by a district approved counselor to evaluate the substance use. The student/family must

comply with all recommendations of the assessment/evaluation –AND– any additional penalties as outlined in the Student-Parent Co-Curricular Activity Handbook and the Substance Misuse (see page 43).

3rd Offense:

Minimum and Maximum: 10 day OSS (out of school suspension) with a recommendation to the superintendent the student be expelled from school –AND– any additional penalties as outlined in the Student-Parent Co-Curricular Activity Handbook and the Substance Misuse (see page 43).

Sale (including: buy, sell, and supply):

Minimum and Maximum: 10 day OSS (out of school suspension) with a recommendation to the superintendent the student be expelled from school –AND– any additional penalties as outlined in the Student-Parent Co-Curricular Activity Handbook and the Substance Misuse (see page 43).

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.

Minimum: After School Detention.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

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.

Minimum: After School Detention.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 4. Damage to Private Property: A student shall not damage or attempt to damage private property of another. 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.

Minimum: After School Detention.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

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

Minimum: 1 day ALC.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

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.

Minimum: 1 day ALC.

Maximum: 10 day OSS.

RULE 7. Dangerous Weapons & 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 School).

Minimum and Maximum: 10 day OSS, possible recommendation to the superintendent for expulsion* and possible referral to police, juvenile justice system*.

*If the violation involves bringing a firearm to school, or possessing a firearm at school, it shall be mandatory to make a recommendation to the Superintendent for a 1-year expulsion. Under federal law and Ohio law, it is also mandatory to make a referral to law enforcement for bringing a firearm to school.

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.

Minimum: After School Detention.

Maximum: 10 day OSS with possible recommendation for expulsion.

RULE 9. Threatening a Person: Students shall not threaten another with the purpose of obtaining any valuable thing or valuable benefit. Nor should any student threaten physical injury to other students, any school employee, or other persons.

Minimum: 1 day ALC.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

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.

Minimum: After School Detention.

Maximum: 3 day OSS.

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

Minimum: After School Detention.

Maximum: 1 day ALC.

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

Minimum and Maximum: Administrative discretion including possible recommendation to the superintendent for expulsion.

RULE 13. Repeated or Flagrant Violations of the Student Code of Conduct (except detentions as noted below): Such violations shall be dealt with in accordance with the Student Code of Conduct.

Minimum: 1 day ALC.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

Detention accumulation: Students who receive 8 or more detentions may be assigned ALC or OSS.

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."

Minimum: After School Detention.

Maximum: 5 day OSS.

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

Minimum: Detention.

Maximum: 5-day ALC.

RULE 16. Out of Assigned Area: 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 Dublin School District's Attendance Policy unless excused by the building principal.

Minimum: Detention.

Maximum: 5 day ALC.

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." Unexcused tardies, for this purpose, are accumulated during one semester.

1st level (3 Unexcused Tardies): Administrative warning.

2nd level (6 Unexcused Tardies): Lunch Detention(s) based on **Administrative discretion.**

3rd level (9 or more Unexcused Tardies): After School Detention based on **Administrator discretion.**

All Tardy times will also be included in terms of truancy minutes.

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 but not limited to vapor pens and e-cigarettes. Discipline could potentially be reduced by attendance at a Vaping education class.

Minimum: 1 day OSS.

Maximum: 10 days OSS.

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.

Minimum: After School Detention.

Maximum: 3 day OSS.

RULE 20. Conduct on Buses: A student shall not violate “Bus Misconduct and Bus Regulations.”

Bus Discipline Ladder:

1st referral to Administration	Warning from Administration
2nd referral to Administration	3 day bus suspension
3rd referral to Administration	5 day bus suspension
4th referral to Administration	10 day bus suspension
More than 4 referrals	Repeat 10 day suspension and possible recommendation to superintendent of permanent removal from the bus.

*Interventions prior to school referral

First: Driver to Student

Second: Driver to Parent

*All school rules are in force on the bus and Code violations may be addressed by the administration in addition to the bus discipline ladder.

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

Minimum: Detention.

Maximum: 1 day ALC.

RULE 22. Dress: A student shall not violate the “Dress Code.”

Minimum: Detention.

Maximum: 1 day ALC.

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

Minimum: Detention.

Maximum: 1 day ALC.

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

Minimum: After School Detention.

Maximum: 5 day OSS.

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 including 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; (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).

Minimum: 1 day ALC.

Maximum: 10 day OSS with possible recommendation of expulsion to superintendent.

RULE 26. General Misconduct: The General Misconduct 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 or which substantially and materially is or poses a threat to persons or property (Refer to Disruptive Items).

Minimum: Administrative warning
Maximum: Administrative discretion

RULE 27. Education Technology Use and Safety Policy: A student shall not violate the “Student Education Technology Acceptable Use and Safety Policy”.

Minimum: Detention.
Maximum: 5 days OSS. Discipline may also include loss of Internet privileges and computer usage.

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.

Consequences: Administrative discretion

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. Student shall not attempt to enter a locker, classroom, closed and/or restricted area without proper authorization.

Consequences: Administrative discretion

Application of Code Consequences

The conduct codes apply to all students on 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, such as, After School Detention, Alternative Learning Center, etc. 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.

Each case referred to the administration will be handled on an individual basis. Appropriate consequences to the individual student will be based on the number and seriousness of the conduct violation, the circumstances of the violation, and the student’s behavior history.

1. Parent conference
2. Behavior plan
3. Team or office detention
4. After School Detention assignment
5. Work assignment
6. Alternative learning environment
7. Bus riding privilege suspension
8. Suspension
9. Emergency removal
10. Expulsion

Detentions

Students who display inappropriate behavior in the classroom, or fail to follow the classroom or team rules, are sometimes provided with after-school or before-school detention time as a consequence of their action. Detentions are usually served in the classrooms with team teachers acting as detention supervisors. If a student fails to serve an assigned detention, the student will be referred to the administration.

After School Detention

After School Detention is a disciplinary assignment given by the administrators to those students who have violated the Dublin City Schools Code of Conduct. After School Detention will be held at each of the four middle schools during the school year. This could include participation in service projects at an off-site location.

General

1. After School Detention will allow students to work on school studies and improve their likelihood of success in the classroom.
2. Students will not be allowed to sleep or talk during After School Detention.
3. After School Detention will not be an alternative for substance misuse offenses, assaults or fighting.
4. Excuses such as job responsibilities, work at home, family obligations, school activities or lack of transportation are not acceptable reasons for missing After School Detention.
5. After School Detention is not appealable.
6. Students could participate in various service projects throughout the year in lieu of traditional after school detention. This could include, but not limited to, food pantry service, Friendship Village, and community clean up. In this case students will/could need to submit a permission slip and will be transported to and from the experience.

Attendance

1. Students shall attend After School Detention from 3:15 to 5:45 pm.
2. All school rules are to be observed while students are on or off school grounds.
3. Students not reporting to After School Detention or not fulfilling the requirements of After School Detention will be subject to further disciplinary actions.

Academic

1. Students shall be required to do school-related work during After School Detention.
2. Students should arrive at school with the necessary school supplies, i.e., textbooks, notebooks, pens, etc. Students will not be permitted to go to their lockers for supplies.
3. When appropriate, a certificated teacher will offer assistance upon request to students having academic difficulties.

Alternative Learning Center (ALC)

The Alternative Learning Center (ALC) is a disciplinary assignment given by the administration to those students who have violated the Dublin City Schools Code of Conduct. ALC is supervised by a certified teacher at the student's home school. Students assigned to ALC are provided with work by their teachers. Students assigned to ALC shall receive both academic and attendance credit for the day in which they are assigned.

1. A certified teacher will supervise the A.L.C.
2. Students are to report to the A.L.C. as assigned.
3. When a student is absent from the A.L.C., a parent must notify the school.
4. If a student is tardy to the A.L.C., an additional day may be added to the A.L.C. assignment. An excused absence will result in a makeup day assignment. Truancy from the A.L.C. may result in an out-of-school suspension.
5. Students are responsible for bringing all needed textbooks and classroom materials to the A.L.C. Students will not be excused to leave the A.L.C. for any reason except an emergency.
6. Students receive credit for assigned work and attendance. All the student's teachers will submit the student's assignments to the supervising teacher prior to the first day of the student's removal from regular classes.
7. Rest room breaks will be provided for students assigned to the A.L.C. and will be supervised.
8. In addition to the rules of the A.L.C., all school district rules and policies will apply to students in the A.L.C.
9. Students who are disruptive in the A.L.C. or who do not follow the prescribed rules will be suspended out of school and must complete all remaining days of the original A.L.C. assignment upon their return to school.
10. A.L.C. is not appealable.

Suspension, Expulsion and Emergency Removal

A. Suspension

1. The Superintendent, Principal, or Assistant Principal may suspend a student for not more than ten (10) school days. The Superintendent, Principal, or Assistant Principal shall give the student written

- notice of the intent to suspend, and the reasons for the intended suspension.
2. The student shall have an opportunity to appear in an informal hearing before the Principal, Assistant Principal, or Superintendent or Superintendent's designee and shall have the right to challenge the reasons for the intended suspension or otherwise explain his/her actions. This hearing may take place immediately.
 3. Within one (1) school day of the suspension, the parent, guardian, and/or custodian (hereafter referred to as "Parent") of the student and the Treasurer of the Board will be notified in writing of Principal, or Assistant Principal. The notice shall include the reasons for the suspension, the right of the parent or student to appeal the suspension to the Board of Education or its designee, and the right to be represented by legal counsel at the appeal. A parent conference may be arranged to discuss the action being taken by the school.
 4. Students who violate the misconduct codes are eligible to earn credit for daily work missed as a result of an out-of-school suspension. The work must be completed on the day the student returns to school or on the assigned date determined by the teacher. Students who are suspended for violating the code of conduct are eligible to make up nine (9) week tests, semester tests, and final exams and receive his/her earned grade on the test. All students affected by this policy have access to class assignments during their out-of-school suspension. Students may get assignments from classmates and are encouraged to do all work to maintain academic progress. Suspended students cannot participate in or attend any school-related activities during the period of suspension.

B. Appeal of Suspension

1. Suspensions may be appealed to the Board or Board's designee within ten (10) calendar days of the parent/guardian's receipt of the written suspension notice. The written appeal must state the reasons why the suspension is being appealed.
2. Upon review, the Board or Board's designee may uphold the suspension, establish an alternative suspension of lesser severity, or reverse the suspension in its entirety.
3. The Board or Board's designee shall reach the decision and provide written notice to the parent/guardian within five (5) school days following the hearing.
4. The Board or Board's designee shall make or cause to be made a verbatim record of appeal hearings. The record shall not be reduced to writing except at the request, cost, and arrangement of the party requesting the written record.
5. A student shall remain suspended for the duration of the suspension unless and until action modifying the suspension is taken on appeal.
6. The decision of the Board or Board's designee may be appealed to the Court of Common Pleas as authorized by Ohio law.
7. Any cross-examination or questioning at the hearing is at the discretion of the Board or Board's designee. If the student, parent/guardian, or their representative fails to follow hearing procedures established by Board policy and regulation, the hearing may be terminated and the Board or Board's designee may proceed with a decision in the matter.

C. Expulsion

1. Only the Superintendent may expel a student. Expulsion is the removal of a student for more than ten (10) days duration, but not to exceed eighty (80) school days. If at the time of the expulsion, there are fewer than eighty (80) days remaining in the school year, the Superintendent may apply any or all of the remaining period to the following school year.
2. The Superintendent will give the student and parent written notice of the intended expulsion, including reasons for the intended expulsion. The notice shall also state that the student and parent or representative shall have the opportunity to appear in person before the Superintendent or designee to challenge the reasons for the intended expulsion or to otherwise explain the student's actions. The notice shall further state the time and place to appear, which must not be less than three (3) days or later than five (5) days after the notice is given, unless the Superintendent grants an extension of time at the request of the pupil or his/her parent.
3. Within one (1) school day of the expulsion, the Superintendent will notify the parent and the Treasurer of the Board of Education of the expulsion in writing. This notice shall include the reasons for the expulsion, the rights of the student or parent to appeal the Superintendent's decision to the Board of Education or its designee and the right to be represented by legal counsel at the appeal.

4. Students who have been expelled from the Dublin City Schools are withdrawn from school. Therefore, a student may not earn credits for the specified period of expulsion. Once the student has completed serving their expulsion, they must re-enroll in the Dublin City Schools.

D. Appeal of Expulsion

1. A student or student's parent/guardian may appeal an expulsion by the Superintendent to the Board's designee.
2. The student or parent/guardian shall have the right to be represented in all appeal proceedings and shall be granted a hearing before the Board's designee, in order to be heard with regard to the expulsion.
3. The Board's designee shall make or cause to be made a verbatim record of the appeal hearing. The record shall not be reduced to writing except at the request, cost and arrangement of the party requesting the written record.
4. The student shall remain expelled for the duration of the expulsion unless or until action modifying the expulsion is taken on appeal.
5. The Board's designee may affirm the order of expulsion or may reinstate such pupil or otherwise reverse, vacate, or modify the order of expulsion.
6. The decision of the Board of Education's designee may be appealed to the Court of Common Pleas in accord with Chapter 2506, Ohio Revised Code.

E. Emergency Removals

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 accord 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 a curricular or extracurricular activity prior 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.

F. Violation of Law

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.

G. 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.

H. Investigations of Violations of Law by Law Enforcement Agencies

1. Such agencies should contact a student during non-school hours and investigate alleged violations of the law off school property if at all possible.
2. An investigation can take place immediately on school property during school hours at the request of the building administrator if the alleged violation of law took place on school property or in emergency situations.
3. Before the student(s) is (are) questioned as a witness to or suspect in an alleged violation of law, the building administrator shall attempt to contact the parent prior to questioning and the building administrator or guidance counselor shall remain in the room during the questioning unless compelling reasons for exclusion are provided by the agency.
4. In those circumstances when an interrogation may expose a student to criminal charges, the building principal should also verify that the student(s) has been informed of his/her right to refuse to answer questions, to be informed that anything s/he says may be used against him/her in court, and to consult with and be advised by legal counsel.
5. When an authorized law enforcement officer removes a student, the building administrator shall notify the parent and the Superintendent prior to the student's removal.
6. No school official may release personally identifiable student information in education records, with the exception of directory information, to the police without prior written permission of the parent, a lawfully-issued subpoena, or a court order. (See Board Policy 8330).

I. 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.

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 students; 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, pager, 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 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 following:
 - i. posting slurs on web sited where students congregate or on web logs (personal on-line journals or diaries)
 - ii. sending abusive or threatening instant messages;
 - iii. using camera phones to take embarrassing photographs of students and posting them on-line/or otherwise distributing them;
 - iv. using web sited to circulate gossip and rumors to other students; and,
 - v. excluding others from an on-line 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:

Step I 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.

Step II 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.

Step III 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)

Definition of Harassment

Definition

Harassment includes conduct which has the purpose or effect of creating an intimidating, hostile, discriminating, or offensive learning environment on the basis of gender religion, race, color, national origin or ancestry, age, and/or disability, marital status, and/or other legally protected characteristic.

The Board of Education recognizes that a student has the right to work in an environment untainted by sexual or other forms of harassment or discrimination. Offensive conduct which has the purpose or effect of unreasonably interfering with learning performance or creating an intimidating, hostile, discriminatory, or offensive educational environment disrupts the educational process and impedes the legitimate pedagogical concerns of the district. Sexual and other forms of harassment will not be tolerated.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature. Other prohibited harassment includes conduct that has the purpose or effect of creating an intimidating, hostile, discriminatory, or offensive learning environment on the basis of gender, religion, race, color, national origin of ancestry, age, disability, marital status and/or other legally protected characteristic.

The harassment by a student of a staff member, fellow student of this district or third party (e.g. visiting speaker, athletic team member, volunteer parent, etc.) is strictly forbidden. Anyone who is found to have caused harassment will be subject to discipline in accordance with law and the Code of Conduct.

The Superintendent shall establish administrative guidelines, which address the conduct prohibited by this policy, and describe a reporting procedure.

The Superintendent shall ensure that explanations of the prohibited conduct and reporting procedures are available to all students and are posted in appropriate places throughout the district.

Any student who believes that she/he is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the district should make contact with one of two or three persons selected by each building principal with whom the students would most likely be comfortable in discussing a matter of this kind.

The student may make contact either by a written report (Form 5517 F2) or by telephone or personal visit. During this contact, the reporting student should provide the name of the person(s) whom she/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared promptly on Form 5517 F1 and a copy forwarded to the District Title IX Hearing Officer.

Each report received by a designated person shall be investigated in a timely and confidential manner. While a

charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the student who files a complaint;
- B. encourage the reporting of any incidents of sexual or other forms of harassment;
- C. protect the reputation of any party wrongfully charged with harassment.

Substance Misuse

Alcohol, Tobacco and Other Drug Use Statement of Concern

Substance misuse is one of today's major health problems, resulting in increased human tragedy and economic loss. The Dublin School District recognizes a substance use disorder as a treatable disease that can be permanently arrested and which is often preceded by the misuse and abuse of mood altering substances. The Dublin School District believes the problem is much broader than use in the schools and that it reflects the attitude and beliefs of the peer group and the adult society. The social stigma often associated with substance misuse increases the suffering of the individual and his/her family. Because the misuse of alcohol, tobacco, and drugs often causes inappropriate and/or disruptive behavior not normal for a particular student, affirmative action will include appropriate disciplinary procedures plus rehabilitative services including education, counseling, parental/guardian involvement and appropriate referral.

Viewed from a school perspective, the efforts to eliminate the misuse of drugs, alcohol and other harmful substances in the schools are based upon the beliefs that: (1) schools have a responsibility to teach about the harmful effects of drugs and alcohol, and (2) the use of drugs and alcohol leads to impairment of learning and behavior. Efforts will be directed in three areas: education, disciplinary procedures and reentry support services.

Education

1. The Health Education Graded Course of Study includes instructional objectives related to substance misuse. The course of study receives ongoing evaluations as to how effectively it is being carried out at each grade level.
2. Each building administrator, on an annual basis, shall be responsible for establishing an in-service program to educate his/her staff in recognizing, reporting and dealing with alcohol, tobacco and drug misuse. Additional training and information will be made available to the staff as is necessary to assure their understanding and ability to deal with possible substance misuse problems.
3. Information and material on alcohol, tobacco and drug use will be made available to parents/guardians through the school on an annual basis.

School Intervention Procedures

The following procedures have been developed to assist staff members and families in dealing with inappropriate behavior, which may result from alcohol, tobacco and drug misuse.

If a staff member has reason to believe that a student's behavior and/or appearance is inappropriate, and that this behavior may be caused by alcohol, tobacco and drug misuse, the staff member will notify the appropriate school administrator to determine appropriate next steps.

Disciplinary Procedures and Action for Alcohol, Tobacco and Drug Misuse in Dublin Schools

It is the responsibility of the building administrator to inform students, staff and parents concerning the substance misuse policy of the Dublin School District. The Dublin School District believes that substance use disorders are treatable. The Dublin School District further believes that disciplinary action is part of a multifaceted plan to help support students to remain free of alcohol, tobacco and drugs.

Students of the Dublin School District shall not knowingly possess, use, sell, attempt to sell, give or otherwise

transmit or be under the influence of any drug, the possession of which is prohibited by law, including narcotic or hallucinogenic drugs or intoxicants of any kind. Included as well are the “look-alike” drugs as defined in Section 2925.01 (P) of the Ohio Revised Code. The restrictions on these activities shall include drug paraphernalia or instruments such as pipes, roach clips, syringes, hypodermic needles, cocaine spoons or kits and any other items normally or actually used for the packaging, conveyance, dispensation or use of drugs. Any such items will not be permitted on any school property and will be subject to confiscation. This will be enforced by the administration:

1. During the course of any school year, including summer school sessions and extracurricular activities;
2. On any property owned, leased by or under the control of the Dublin Board of Education, including vehicles used for the transportation of students;
3. At any school sponsored or sanctioned activity or event away from or within the school district

Staff Responsibilities

All staff members shall bring to the attention of the building administrator any student they believe is in violation of the Student Code of Conduct related to alcohol, tobacco and drug misuse. School personnel will not attempt to make a medical diagnosis. All staff members will be made aware of their responsibilities for reporting any suspected misuse and/or selling of drugs.

Administrator Responsibilities

The building administrator is responsible for assembling information concerning a student’s suspected violation of the Student Code of Conduct related to alcohol, tobacco and drug misuse.

Confidentiality is essential, and this information should be shared only with the persons directly involved in the student’s education and welfare.

When a building administrator has reason to believe that a student is in violation of the Student Code of Conduct related to alcohol, tobacco and drug misuse, the following action will be taken:

1. The student will be brought to the administrator’s office.
2. If the student is in need of medical attention the medical emergency squad will be notified to render medical attention.
3. The building administrator will notify the local police department and charges could be filed against the student.
4. The parents/guardian will be notified immediately and asked to meet with school officials for consultation.
5. See “Search and Seizure.”

Disciplinary Action

The actions set forth in the Student Code of Conduct (under Rule #1: Narcotics, alcoholic beverages, drugs, drug paraphernalia, counterfeit controlled substances, or mood altering chemicals of any kind) will be considered routine disciplinary measures for each category and occurrence of offense and shall be administered in accordance with the policies and regulations of the Dublin School District. By “routine disciplinary measures” it is intended that the penalties delineated in the Student Code of Conduct (under Rule #1: Narcotics, alcoholic beverages, drugs, drug paraphernalia, counterfeit controlled substances, or mood altering chemicals of any kind) shall be considered the standard penalty to be imposed for the offense described. In incidents where extreme violations occur, the specified actions may be waived by the school administrator in favor of stronger measures.

Whenever the penalties described in the Student Code of Conduct regarding alcohol, tobacco and drug misuse-are

increased or lessened, the administrator shall include in his/her written report to the Superintendent of schools, or his/her designee the reason for the adjustment. In order to protect the health and safety of its students and employees, the Dublin School District reserves the right to file complaints in Franklin County Juvenile Court regarding violation of these regulations.

Possession/use, being under the influence, supplying, selling or distributing illegal drugs or other controlled substances, when such possession/use or control is prohibited by law or by policies or regulations by the Board, will result in the disciplinary actions described in the Student Code of Conduct and the Co-Curricular Activity Code related to alcohol, tobacco and drug misuse. Violations are cumulative within each of the following periods of academic life: (1) Grades K through 5; (2) Grades 6 through 8; and (3) Grades 9 through 12.

Reentry and Support Services

The person who is reentering the school environment will be involved in taking one day at a time in his/her adjustment to a social and academic life that does not involve the use of chemicals. The school, in its awareness of this difficult recovery period, needs to help the student plan an academic program which can provide situations in which a sense of accomplishment can be experienced.

Students reentering the school environment will be assigned to a school counselor. The school counselor, an administrator, student and the student's parents will develop a plan for reentry, which will assist the student during this transitional period.

Use of Tobacco on School Premises (Policy 7434)

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

The Board of Education is committed to providing students, staff, and visitors with a tobacco, nicotine, vapor/aerosol, and smoke-free environment. The negative health effects of tobacco use for both users and nonusers, including the effects of secondhand smoke and vapor/aerosol exposure, are well established. Further, providing a non-smoking and tobacco-free environment is consistent with the responsibilities of teachers and staff to be positive role models for our students.

For purposes of this policy, 'use of tobacco' means to chew or maintain any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco or tobacco substitutes, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco or nicotine (including synthetic nicotine), in addition to papers used to roll cigarettes, and/or smoking of electronic, 'vapor,' or other substitute forms of cigarettes, clove cigarettes, and any other smoking devices for burning tobacco or any other substance.

The term "tobacco" includes any product containing, made of, or derived from tobacco or nicotine (including synthetic nicotine) that is intended for human consumption or is likely to be consumed, whether inhaled, absorbed, or ingested by any other means including, but not limited to, a cigarette, a cigar, pipe tobacco, chewing tobacco, snuff, or snus; any electronic smoking device and any substances that may be aerosolized or vaporized by such device, whether or not the substance contains nicotine; an e-cigarette (including, but not limited to, "JUUL", "NJOY," "BREEZE," "Puff Bar," etc.), e-cigar, e-pipe, vape pen, or e-hookah, but does not include any cessation product approved by the United States Food and Drug Administration for use as a medical treatment to reduce or eliminate nicotine or tobacco dependence.

The Board prohibits the use of tobacco, nicotine, or tobacco substitute products at all times (twenty-four (24) hours a day, seven (7) days a week) within any enclosed facility owned, leased, or contracted for by the Board, and in areas directly or indirectly under the control of the Board immediately adjacent to locations of ingress or egress to such facilities. This prohibition extends to any Board-owned and/or operated vehicles used to transport students and to all other Board-owned and/or operated vehicles. Such prohibition also applies to school grounds, athletic facilities, and any school-related event.

The Superintendent shall require the posting of signs as required by R.C. 3794.06 and as specified by the Ohio Department of Health.

Advertising/Promotion

In accordance with Policy 9700.01, tobacco advertising is prohibited on school grounds, in all school-sponsored publications, and at all school-sponsored events.

Tobacco promotional items that promote the use of tobacco products, including clothing, bags, lighters, and other personal articles, are not permitted on school grounds, in school vehicles, or at school-sponsored events.

Notice and Postings

Signage and other notices and postings shall be as required by R.C. 3794.06 and as provided by the Ohio Department of Health.

Enforcement

Violations of this policy may result in removal from school property or the school activity in accordance with Policy 9150 - School Visitors.

(End of Policy 7434)

Dublin City Schools Middle School 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.
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***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.

Book Bags

Any bag or purse that is large enough to carry a school book or notebook will be considered to be a book bag. Students may bring a book bag or backpack to school, but they might not be permitted to take them into classrooms. Athletic equipment needs to be secured in assigned athletic lockers prior to the school day.

Food in Classrooms

Food, drinks, and candy, are prohibited in the classroom unless part of the class activity or with the permission of the school administration and/or classroom teacher.

Sale of Items by Students

The sale of any items at school must have prior approval of the administration.

School Dance Policy & Rules

Students may attend after school dances, at their school of attendance only. This means that no guests from other schools may attend. Students must stay until the end of the dance, unless other arrangements were made with the administration. If a student leaves the dance, s/he is not allowed to return. Students not in attendance during the school day may not attend a school dance except with the permission of the administration. School dance attendance is only for students who attend the hosting school. Student behavior at the dance is governed by the Dublin City Schools Student Code of Conduct.

Skateboards/Bicycles

Students riding skateboards to school must check the board at the office upon arrival. No skateboards will be allowed in class. Students may check their board out when leaving the building for the day. Confiscation of the skateboard may occur if there is a violation of these procedures. No motorized bicycles or mopeds may be ridden to school. Students may ride their bikes to school; however, they must park and chain/lock their bikes to the appropriate bike racks at school. Students riding bicycles and/or skateboards to school must follow all applicable traffic laws and students are encouraged to wear helmets. If needed, helmets may be stored in the office during school.

Safety Guidelines for Riding Dublin City Schools Buses

All rules listed below are taken from the bus regulations developed by the State Department of Education in cooperation with the National Highway Traffic Safety Administration. We feel 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, CD players, cell phones, etc., 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.

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 are recorded on a videotape, the tape will be submitted to the Principal and may be used as evidence of misbehavior.

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.

Dublin City Schools Bus Discipline Referral Procedure

As stated in the Student 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.

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.

Co-Curricular/Extracurricular Activity

Dublin City Schools Co-Curricular Activity Code

Philosophy and Expectations

The Co-Curricular Activity Code sets expectations for our middle school and high school students as they embark on the exploration of different clubs, organizations and athletic endeavors. These expectations are designed to assist students and parents in meeting the challenging decisions they will face during the next several years. Coupled with these expectations are consequences for those students who do not make appropriate decisions.

Dublin City Schools believes:

- Participation in activities including athletics is an honor and a privilege, and we expect students who choose to participate to make the commitment to fully develop their skills and talents.
- Using alcohol, tobacco, or other drugs (non prescribed dangerous drugs as defined by ORC 4729.01), by any middle school or high school co-curricular participant is prohibited and can have a potential negative effect on the student's health and safety.
- The use of alcohol, tobacco, or other drugs (non prescribed dangerous drugs as defined by ORC 4729.01) not only jeopardizes a student's health and safety but also endangers his/her fellow students.
- Co-curricular programs afford students the opportunity to develop valuable skills and attributes through their individual development and the actions of participating as a member of a team.
- Participants in Co-Curricular programs are held to a higher standard of responsibility and conduct. They are representatives of their school, the Dublin City School District and the Dublin community.
- To optimize their experience, we have the expectation for a year-round commitment to remain alcohol, tobacco and drug free to allow students to achieve their maximum performance mentally, physically and academically.
- All members of the school community are crucial in the messages we send and in the actions we take. We believe incidents and rumors need to be reported and investigated and action taken as prescribed in the Code.
- Parents are valuable members of the team/club and will assist in the education, monitoring and response to violations.
- We want students and their parents to come forward if there are issues with alcohol, tobacco and other drugs before a violation is established. If there is a self-referral prior to a report, there will be no denial of participation.
- Violations of the Code are a betrayal of the trust placed in the participant by their school, their fellow members or teammates, the district; and the community.
- Education is a vital component of this Code. Educational opportunities will be available to parents, students and staff as a way to assist our students in making appropriate choices. These will be offered by many organizations in our community. Additional education will be mandated when violations occur.

- The purpose of the student assistance section of the Code is to allow for education and monitoring while allowing a student to continue as a participant after the participation consequence has been served.

All clubs/organizations and athletics listed in the activity pages of this handbook are considered co-curricular activities and are subject to the requirements and consequences of this handbook.

As noted above, participation in co-curricular activities offered by the Dublin City Schools is both an honor and a privilege. Students who choose to belong to any co-curricular activity make themselves subject to additional responsibilities, not only to themselves, but also to their team/organization and to their school.

In order to participate in any co-curricular activity, a student must understand and abide by the Student Code of Conduct as well as all rules and regulations in the Co-Curricular Activity Code as defined herein. A student's intent to abide by this Code will be evidenced in an agreement that shall be signed by the student and her or his parent(s)/guardian(s) at the yearly preseason meeting or upon joining a club/activity. The Co-Curricular Activity Code is in effect 24 hours a day, 7 days a week, 52 weeks of the year based upon the onset of participation in an organization, activity or team in middle or high school, and the student will be considered a participant until graduation or withdrawal from Dublin City Schools.

A student who violates the Co-Curricular Activity Code will serve the consequences during an athletic season/school year under said Code. Students who violate the Co-Curricular Activity Code while participating concurrently as an athlete and as a club/organization participant will serve the consequences concurrently. In order for any consequence to count toward completion of a disciplinary action, the participant must be an active member of the team/activity for an entire season/school year.

PHILOSOPHY

The Co-Curricular Activity Code sets expectations for our middle school and high school students as they embark on the exploration of different clubs, organizations and athletic endeavors. These expectations are designed to assist students and parents in meeting the challenging decisions they will face during the next several years. Coupled with these expectations are consequences for those students who do not make appropriate decisions.

EXPECTATIONS

- Participants in Co-Curricular programs are held to a higher standard of responsibility and conduct. They are representatives of their school, the Dublin City School District, and the Dublin community.
- To optimize their experience, we have the expectation for a year-round commitment to remain alcohol, tobacco, and drug free to allow students to achieve their maximum performance mentally, physically, and academically.
- Using alcohol, tobacco, or other drugs (non prescribed dangerous drugs as defined by ORC 4729.01), by any middle school or high school co-curricular participant is prohibited and can have a potential negative effect on the student's health and safety.

CONSEQUENCES

Violations of the three sections (Citizenship, Use, Selling) are cumulative. A subsequent violation of any part of the Code will progress a student to the next disciplinary level (offense).

Citizenship – Any behavior that results in dishonor to the participant, her or his team/organization, or her or his school will not be tolerated.

1st offense

- **20%*** loss of participation (including contests, competitions, and performances)
- All awards held
- Loss of leadership for 1 calendar year

2nd offense

- **50%*** loss of participation (including contests, competitions, and performances)
- All awards held
- Permanent loss of leadership positions

3rd offense

- Permanent loss of the privilege to participate in co-curricular activities

Use or Possession of Alcohol, Tobacco, or Other Drugs (including Controlled Substances)

Voluntary referral

- No participation loss. If the option of voluntary referral has been used, the second violation will be viewed as a “second offense”.
- Required participation in the student assistance program (education and random drug testing)
- May be used once at middle school and once at high school

1st offense

- **20%*** loss of participation (including contests, competitions, and performances)
- All awards held
- Loss of leadership for 1 calendar year
- Required participation in the student assistance program (education and random drug testing)
- Recommended assessment

2nd offense

- **50%*** loss of participation (including contests, competitions, and performances)
- All awards held
- Permanent loss of leadership positions
- Required participation in the student assistance program (education and random drug testing)
- Mandatory assessment

3rd offense

- Permanent loss of the privilege to participate in co-curricular activities
- Recommended assessment by an outside chemical dependency professional

Selling or Otherwise Supplying, Transmitting, or Distributing Alcohol, Tobacco, or Other Drugs

If it is determined alcohol and/or drugs were provided or consumed at a student’s residence by other Dublin students, that student could be found to be in violation of the distribution clause.

1st offense

- Loss of the privilege to participate for 1 calendar year
- Violations reported to the police
- Ineligible for any awards
- Mandatory assessment
- Permanent loss of leadership positions
- Required participation in the student assistance program (education and random drug testing)

2nd offense

- Permanent loss of the privilege to participate in co-curricular activities

A positive drug test will be considered a violation and the student will move to the next level of consequences.

***For year-long clubs/organizations this will be interpreted as 20% = 9 weeks and 50% = one semester.**

Rules of Co-Curricular Participation

Citizenship

Students shall conduct themselves in a manner that reflects good citizenship. Any behavior that results in dishonor to the participant, her or his team/organization, or her or his school will not be tolerated. Acts of unacceptable conduct, both on and off school premises, include but are not limited to theft, vandalism, manifest disrespect, violation of the law, or any violations of the Student Code of Conduct.

The principal or her/his designee reserves the right to review the severity of the citizenship offense and determine the appropriate level of disciplinary action to be taken.

Consequences:

First Offense

1. Violation of this policy will result in a 20%* loss of the privilege of co-curricular participation (including contests, competitions, and performances). Practice is still required for participants.
2. All awards will be withheld until all conditions and requirements are fulfilled.
3. Loss of leadership position in co-curricular activities for one calendar year from the date of the decision rendered by the committee regarding the violation.

Second Offense

1. The 2nd violation of this policy will result in a 50%* loss of the privilege of co-curricular participation (including contests, competitions, and performances). Practice is still required for participants.
2. All awards will be withheld until all conditions and requirements are fulfilled.
3. Permanent loss of any leadership position in co-curricular activities from the date of the decision rendered by the committee regarding the violation.

Third Offense

1. Permanent loss of the privilege to participate in co-curricular activities

***For previously listed year-long clubs/organizations this will be interpreted as 20% = one quarter and 50% = one semester**

Alcohol, Tobacco or Other Drug Use and/or Selling or Otherwise Supplying, Transmitting or Distributing

Voluntary Referral Opportunity

Students may use a voluntary referral procedure to seek information, guidance, counseling and/or assessment in regard to use or possession of tobacco, alcohol, and other drugs, instruments or paraphernalia. A voluntary referral may be made by the student, by her or his immediate family, or by a fellow student. Such referrals can be made to an advisor, coach, teacher, school counselor, Safe and Drug-Free Schools Counselor, or athletic trainer who in turn must immediately notify an appropriate administrator. A student may use the option of voluntary referral once at the middle school level and once at the high school level as long as there have been no previous violations of any portion of the Interscholastic Athletic, Extracurricular Activities Participant, or Co-Curricular Activity Codes.

If a student uses the voluntary referral opportunity to seek assistance with dealing with alcohol or other drug use, and if the student agrees to participate in the Dublin Student Assistance Program, there shall be no denial of participation from activities or loss of leadership.

A voluntary referral cannot be used by a student participant as a method of avoiding the consequences of the Student Code of Conduct or the Co-Curricular Activity Code. All voluntary referrals must occur before any verification of a violation of the Student Code of Conduct or the Co-Curricular Activity Code by a school employee, coach, advisor

or police. Involvement by law enforcement officials or verification by school personnel negates the option of voluntary referral.

If the option of voluntary referral has been used during grades 7-8 or grades 9-12 and a student participant again violates any part of the Co-Curricular Activity Code, the second violation will be viewed as a “second offense”.

Dublin City Schools Student Assistance Program

- a. Requires attendance, within 60 calendar days of the date of the decision rendered by the committee regarding the violation, at the district approved Safe and Drug-Free Schools educational program in its entirety.
- b. Requires the parent(s)/guardian(s) and student who has a violation under the use or sale of alcohol, tobacco or other drugs to consent to at least three unannounced drug tests to be provided at times determined by the school representative during the twelve month period following the determination of the violation. All testing will be at the expense of the district and results must be shared with the district. Failure to pass any drug test will be considered a violation of the Co-Curricular Activity Code and will result in consequences being invoked as a subsequent violation.

If the student refuses or fails to complete the Student Assistance Program, the student cannot participate in any co-curricular participation (including contests, competitions, and performances) for one calendar year from the date of the committee’s decision. In addition, any student who fails to complete the Student Assistance Program will be subject to loss of parking privileges for a 12-month period from the date of the decision confirming the violation.

Drug Testing

1. Drug testing will be conducted by a laboratory selected by the school.
2. The student and the student’s parents must sign a consent form authorizing the drug testing.
3. Drug testing may be requested by the school representative or other appropriate school official at any time, including times outside the normal school day or school week. Upon such request students will be expected to provide a urine sample at school or at the designated laboratory within a reasonable time as specified by the school official. Failure to do so will be deemed a positive test and will result in a denial of participation privileges. The sample will be divided into multiple specimens, one or more of which will be retained in the event confirmation testing is necessary.
4. Falsifying or tampering with a sample will be considered a positive drug test and result in suspension of the assistance program and a denial of participation privileges.
5. The school will pay for three random drug tests within the 12-month period once the student has entered the student assistance program.
6. Parents will be notified if student has a positive drug test by phone. Negative reports are available upon request by contacting Sports Safe at 614-847-0847.
7. Prior to the testing procedure, the student may voluntarily provide information as to any prescription medication being taken which information will be provided to the testing laboratory.

Using Alcohol, Tobacco or Other Drugs

Students may not:

- A. Use, purchase, possess, or conceal any alcoholic beverage, build-altering chemical, mood-altering drug, look-alike drug, or other intoxicant, narcotic, or hallucinogenic drug, amphetamine, barbiturate, marijuana, inhalant, tobacco, vape, counterfeit drug, other substance whose possession is prohibited by law, or instrument or paraphernalia normally or actually used for packaging, conveying, dispensing, or using alcohol or dangerous drugs as defined in Ohio Revised Code 4729.01. As used herein, “instrument or paraphernalia” shall include, but not be limited to, equipment or apparatus designed for 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.

Notwithstanding the other provisions of the Code:

Students may:

- B. Observe bona fide religious practices.
- C. Use, purchase, or possess a substance otherwise prohibited herein that are medically prescribed for a purpose other than the enhancement of athletic ability if there exists medical or psychological documentation of the need.

Consequences:

First Offense

1. Violation of this policy will result in a 20%* loss of the privilege of co-curricular participation (including contests, competitions, and performances). Practice is still required for athletes.
2. All awards will be held until all conditions and requirements are fulfilled.
3. Loss of any leadership position in co-curricular activities for one calendar year from the date of the decision rendered by the committee regarding the violation.
4. Required participation in the Student Assistance Program.
 - a. Required attendance, within 60 calendar days of the date of the decision rendered by the committee regarding the violation at the district approved Safe and Drug-Free Schools educational program in its entirety.
 - b. Requires the parent(s)/guardian(s) and student who has a violation under the use or sale of alcohol, tobacco or other drugs to consent to at least three unannounced drug tests to be provided at times determined by the school representative during the 12-month period following the determination of the violation. All testing will be at the expense of the district and results must be shared with the district. Failure to pass any drug test will be considered a violation of the Co-Curricular Activity Code and will result in consequences being invoked as a subsequent violation.

If the student refuses or fails to complete the Student Assistance Program, the student cannot participate in any co-curricular activity (including contests, competitions, and performances) for one calendar year from the date of the committee's decision. In addition, any student who fails to complete the Student Assistance Program will be subject to loss of parking privileges for a 12-month period from the date of the decision confirming the violation or an equivalent loss of privileges if they are not a driver.

Second Offense

1. The 2nd violation of this policy will result in a 50%* loss of the privilege of co-curricular participation (including contests, competitions, and performances). Practice is still required for athletes.
2. The student will receive a mandatory assessment.
3. All awards will be withheld until all conditions and requirements are fulfilled.
4. Permanent loss of any leadership position in co-curricular activities from the date of the decision rendered by the committee regarding the violation.
5. Required participation in the Student Assistance Program.
 - a. Required attendance, within 60 calendar days of the date of the decision rendered by the committee regarding the violation at the district approved Safe and Drug-Free Schools educational program in its entirety.
 - b. Requires the parent(s)/guardian(s) and student who has a violation under the use or sale of alcohol, tobacco or other drugs to consent to at least three unannounced drug tests to be provided at times determined by the school representative during the 12-month period following the determination of the violation. All testing will be at the expense of the district and results must be shared with the district. Failure to pass any drug test will be considered a violation of the Co-Curricular Activity Code and will result in consequences being invoked as a subsequent violation.

If the student refuses or fails to complete the Student Assistance Program, the student cannot participate in any co-curricular activity (including contests, competitions, and performances) for one calendar year from the date of the committee's decision. In addition, any student who fails to

complete the Student Assistance Program will be subject to loss of parking privileges for a 12-month period from the date of the decision confirming the violation or an equivalent loss of privileges if they are not a driver.

Third Offense

1. The student will not be permitted to participate in any co-curricular activity for the balance of their middle or high school career, whichever is appropriate.
2. The student will be advised to attend further assessment by an outside chemical dependency professional.

***For previously listed year-long clubs/organizations this will be interpreted as 20% = one quarter and 50% = one semester**

Selling or Otherwise Supplying, Transmitting or Distributing Alcohol, Tobacco or Other Drugs

Note: The penalties delineated below are more severe because the student violating this aspect of the Co-Curricular Activity Code has negatively influenced others and **possibly** aided others in violating the Co-Curricular Activity Code. Also, consequences for selling, supplying, transmitting, or distributing as listed below are cumulative from middle school to high school.

If it is determined alcohol and/or drugs were provided or consumed at a student's residence by other Dublin students, that student could be found to be in violation of the distribution clause.

Students may not:

Sell, supply, transmit, or distribute any alcoholic beverage, build-altering chemical, mood-altering drug, look-alike drug, or other intoxicant, narcotic, or hallucinogenic drug, amphetamine, barbiturate, marijuana, inhalant, tobacco, counterfeit drug, other substance whose possession is prohibited by law, or instrument or paraphernalia normally or actually used for packaging, conveying, dispensing, or using alcohol or dangerous drugs as defined in Ohio Revised Code 4729.01. As used herein, "instrument or paraphernalia" shall include, but not be limited to, equipment or apparatus designed for 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.

Consequences:

First Offense

1. Loss of privilege of participating in all co-curricular activities (including contests, competitions, and performances) for one calendar year from the date of the decision rendered by the committee.
2. Any violation of this occurrence while a participant is in a school activity will be reported to legal authorities as permitted by law.
3. The participant will not be eligible for any awards or recognition.
4. The student will receive a mandatory assessment.
5. Permanent loss of any leadership position in co-curricular activities.
6. Required participation in the Student Assistance Program.
 - a. Required attendance, within 60 calendar days of the date of the decision rendered by the committee regarding the violation at the district approved Safe and Drug-Free Schools educational program in its entirety.
 - b. Requires the parent(s)/guardian(s) and student who has a violation under the use or sale of alcohol, tobacco or other drugs to consent to at least three unannounced drug tests to be provided at times determined by the school representative during the 12-month period following the determination of the violation. All testing will be at the expense of the district and results must be shared with the district. Failure to pass any drug test will be considered a violation of the Co-Curricular Activity Code and will result in consequences being invoked as a subsequent violation.

If the student refuses or fails to complete the Student Assistance Program, the student cannot participate in any co-curricular activity (including contests, competitions, and performances) for one calendar year from the date of the committee's decision. In addition, any student who fails to complete the Student Assistance Program will be subject to loss of parking privileges for a 12-month period from the date of the decision confirming the violation or an equivalent loss of privileges if they are not a driver.

Second Offense

The student will not be permitted to participate in any co-curricular activity for the remainder of her/his middle school and high school career in the Dublin City Schools.

Verifications of Violations

Violations of the Co-Curricular Activity Code may be verified by one or more of the following methods and/or parties: drug testing (including breathalyzer test), administrators (including but not limited to principals, assistant principals, and athletic directors), coaches, advisors, and/or any staff of the District, or police.

Process for Violation Determination

- A. Co-Curricular disciplinary actions for such violations are not subject to the procedures established for curricular suspensions or expulsions nor are co-curricular disciplinary actions otherwise subject to due process. Pursuant to Ohio Revised Code 3313.664, a principal, assistant principal, or other administrator (hereinafter called "the appropriate authority") shall have sole discretion to determine what, if any, notice and hearing rights are to be afforded to the student and the student's parent(s)/guardian(s) in the event of any prohibition of co-curricular participation for violation hereof. Accordingly, while it is anticipated that in most instances notice will be given in advance of any disciplinary action, notice is not a requirement.
- B. All co-curricular disciplinary determinations made by the appropriate authority for a violation hereof shall be reviewed, prior to the enforcement of any disciplinary action, by the applicable committee as described in Item C hereinafter. For the purpose of this review, a student who has completed the eighth grade shall be deemed to be attending high school even if high school classes for that student have not commenced as of the time of the review.
- C. There will be one Co-Curricular Activity Code Committee for each building. The committee will be comprised of the principal or his/her designee, athletic director, Safe and Drug-Free Schools Counselor, and the student's then-current coach/advisor/teacher, if any. The principal or designee will chair the committee. Parents will be offered the opportunity to meet with the committee.
- D. Subject to Item A above, within two school days after the Co-Curricular Activity Code Committee has completed its review of any disciplinary action to be taken on any violation hereof, a letter of notification of its decision must be sent by the principal or designee to the parent or guardian specifying the reason(s) for any disciplinary action, the period of time in which any such action is to occur or be in effect, and options, if any.
- E. Review by the applicable Co-Curricular Activity Code Committee shall be quasi-judicial, and its decision will be final.

Co-Curricular Activity Code Orientation/Education

All coaches, advisors and supervising teachers are required to review the expectations of the Co-Curricular Activity Code with their students and parent(s)/guardian(s) during a preseason/new school year meeting and communicate these expectations to the respective parent(s)/guardian(s) in written format. A student's intent to abide by this Code will be evidenced in an agreement that shall be signed by the student and her or his parent(s)/guardian(s) at the completion of the preseason/new school year meeting.

Applying the Consequences

A student who violates the Co-Curricular Activity Code will serve the consequences during a school year/season under said Code. The effective date of the Code enforcement, as far as disciplinary procedures are concerned, is based on the date of the decision rendered by the Co-Curricular Activity Code Committee. If the school year ends while the participant is serving the denial of participation, the remainder of the denial will roll over to the next school year even if the student has changed from a 7th-8th grade participant to a 9th-12th grade participant.

A participant may not become a member of a school-sponsored sport, activity or organization either as a participant, manager, or trainer after the officially designated starting date in order to serve any part of a consequence as determined by the Co-Curricular Activity Code. The official starting date for athletes is designated by the Ohio High School Athletic Association as the date on which a sport may begin required attendance. In order for any consequence to count toward completion of a disciplinary action, the participant must be an active member of the team, activity or organization for an entire season/school year.

In all events, the principal or designee shall have the final authority to decide to what sport, activity or organization the consequence shall apply to and how that application is to occur.

Violations of the three sections (Citizenship, Use, Selling) of the Co-Curricular Activity Code are cumulative. A subsequent violation of any part of the Code will progress a student to the next disciplinary level (offense).

A violation of the Selling or Otherwise Supplying, Transmitting or Distributing Alcohol, Tobacco or Other Drugs section of the Code will carry over from middle school and will be cumulative with violations in high school.

Except as otherwise stated herein, violations of the Co-Curricular Activity Code shall be grouped into two categories - grades 7-8 and grades 9-12. Accumulation of consequences from the first of those just-identified categories to the second will not occur unless otherwise stated herein.

Definitions

1. Alcohol — Any liquor, wine, beer, and/or other beverages containing alcohol.
2. Assessed — An outside chemical dependency professional, approved by the Dublin City School District, will provide an estimate or judgment as to the physical or psychological condition of the student.
3. Build-Altering Chemical — Includes, without limitation, anabolic steroids, growth hormones, testosterone or its analogs, human chronic gonadotropin (HCG), and other hormones.
4. Co-curricular activity — Clubs, activity programs, athletic programs, student leadership activities, supervised and financed by the Dublin City Schools.
5. Middle school level shall be defined, for this purpose, as beginning after the last day of the fifth grade or upon enrollment in a Dublin middle school and is effective up to and through the last day of the middle school schedule, at which time the high school level will begin.
6. Mood-Altering Drug — Includes, without limitation, narcotics, depressants, stimulants, hallucinogens, counterfeit controlled substances, marijuana, alcohol, and prescription drugs, unless authorized by a medical prescription from a licensed physician. This medical prescription must be kept in the original container, which shall state the student's name and the directions for proper use of the prescription.
7. Tobacco — Any product with tobacco as an ingredient that is smoked, chewed, inhaled, or placed against the gums.
8. Possession — Alcohol, tobacco, other drugs or drug paraphernalia is physically on or in student-participant's body; or physically within his/her personal property (i.e. book or gym bag, coat,

etc.); or in his/her home where other students are using or possessing alcohol, tobacco or other drugs (e.g. hosting a party). Possession will include being present in a car where alcohol or other drugs are being other drugs used.

9. Denial of Participation – The student-participant may not play but must practice, travel and sit with team/group at events (for various activity programs, this requirement will be defined as applicable by the advisor and the co-curricular coordinator) during any percentage denial of privilege, which is less than one season. The student participant will not wear the school uniform at the contest or performance. This restriction is effective immediately following the determination that the policy has been violated.
10. Student Leadership Positions – A student leader is defined as anyone appointed or elected to a leadership position in athletics, clubs, student government, or other co-curricular activities. Student leaders accept the responsibilities that accompany leadership positions and are expected to be positive role models at all times. Accordingly they are subject to a higher level of conduct.

Additional Athletic Information

Hazing

Hazing of fellow students or teammates is prohibited. Students who participate in hazing events will be subject to consequences listed in the Student Code of Conduct and the Co-Curricular Code.

It is the policy of the Dublin Board of Education and school district that hazing activities of any type are inconsistent with the educational process and shall be prohibited at all times. No administrator, faculty member or other employee of the school district shall encourage, permit, condone or tolerate any hazing activities. No student, including leaders of student organizations, shall plan, encourage or engage in any hazing.

“Hazing” is defined as doing any act or coercing of another, including the victim, to do any act of initiation into any student or other organization that causes or creates a substantial risk of causing mental or physical harm to any person. It is harassment by exacting unnecessary or disagreeable work, ridicule or playing abusive or humiliating tricks by way of initiation. Permission, consent or assumption of risk by an individual subjected to hazing does not lessen the prohibition contained in this policy.

Administrators, faculty members and all other employees of the school district shall be particularly alert to possible situations, circumstances or events, which might include hazing. If hazing or planned hazing is discovered, involved students shall be informed by the discovering school employee of the prohibition contained in this policy and shall be required to end all hazing activities immediately. All hazing incidents shall be reported immediately to the Superintendent.

Guidelines for Student Academic Eligibility in Athletics and Extracurricular Activities

The Dublin City Schools have established excellence as a standard and strive to maintain an appropriate balance among academics, athletics, and all extracurricular activities. It is important that students meet the following academic requirements in order to participate in athletics and extracurricular activities in Grades 7 to 12.

Following are guidelines for the implementation of Board Policy 2431.

1. A student must earn at least a 2.0 grade point average (GPA) in order to be eligible for participation in athletics and extracurricular activities. The GPA will be applied separately for Grades 7–8 and Grades 9–12 and calculated each grading period. Each student’s eligibility will be determined according to her or his GPA for each nine-week grading period. Semester and final exams are not to be calculated in the nine-week GPA assessment because of their comprehensive nature. A student’s eligibility will be determined by examining each nine-week’s GPA independent of prior grading periods. The individual nine-week’s GPA value will be used in itself to determine a student’s eligibility. Eligibility can be maintained, gained, or lost each grading period.

2. In addition to the above Dublin City Schools requirements, a student athlete must qualify under all rules established by the Ohio High School Athletic Association (O.H.S.A.A.). Specifically, the academic requirements of the O.H.S.A.A. stipulate that a student in Grades 7 to 12 must be currently enrolled in school the immediately preceding grading period and received passing grades during that grading period in a minimum of five of those subjects in which the student received grades.
3. Students who fall below the 2.0 grade point average as detailed above (1.0 to 1.99) are entitled to submit a request for a waiver for participation to the Eligibility Board (see #5 below). A student is eligible for three (3) such waivers throughout her or his middle school and high school years: one waiver may be used for middle school students; one waiver may be used during the freshman or sophomore year; one waiver may be issued during the junior or senior year. Waivers are not cumulative. To be eligible for the next grading period, the student must attain a minimum GPA of 2.0. Any student who is issued a waiver is considered on probation and must attend personalized study sessions provided by her or his school.
4. A student may also make an appeal for additional waivers to the Eligibility Board (see #5 below). Student athletes must, however, also continue to qualify under all rules established by the O.H.S.A.A.
5. Two Eligibility Boards will be established: one to review high school requests and one to review middle school requests. The High School Eligibility Board will be comprised of the building principals, the athletic directors, and three teachers (appointed by the principal) from each high school. The Middle School Eligibility Board will be comprised of the building principals, the athletic directors, and one teacher from each of the four middle schools (appointed by the building principals). Teachers appointed to both Eligibility Boards will serve for one year and will be appointed in the spring of each year to begin service during the fourth quarter. Each Eligibility Board will meet during the next week after grade card distribution. Students will be informed about upcoming meetings by means of morning announcements. The Eligibility Boards will review all requests for waivers, additional waivers (as outlined in #3 and #4 above), and all appeals, including those made by students whose GPA falls between 1.0 and 1.99. Any student who requests a waiver, additional waiver of participation, or appeals a GPA between 1.0 to 1.99 will receive the Eligibility Board's decision in writing within five school days. The decisions made by the Eligibility Boards are final.
6. Provisions may be made for individual students with identified Individual Education Plans (IEPs). The Eligibility Board will review such situations on an individual basis and may waive certain requirements as appropriate.

Cocurricular/Extracurricular Activities

1. An extracurricular activity is defined as a program of out-of-class pursuits supervised and/or financed by the school, in which students enjoy freedom of participation. Extracurricular activities are not part of regular school curriculum and are not graded.
2. Club sports will not be affected by these guidelines unless determined to apply by the administration.

Emergency Medical Cards/Physical Examination Cards

All athletes must have a current OHSAA Preparticipation Physical Evaluation form and emergency medical information on file prior to the first day of tryouts or practice. All required forms will be completed on Final Forms (<https://dublin-oh.finalforms.com>) prior to participation. In the event of an emergency at athletic contests, coaches will have hard copies or access to Final Forms containing emergency medical information. Athletes can pick up blank OHSAA Physical forms in the Athletic Office or Main Office.

Equipment

Each athlete will be issued equipment, which is property of the school, and athletes are expected to maintain each item of equipment. Please follow care instructions located within most cloth items. Uniforms with lettering, which has been ironed onto the garment, should be line dried to prevent damage. All equipment is to be returned at the end of each season. Athletes who fail to return equipment will not be permitted to participate in other activities, and course credits will be withheld until the item(s) are returned or purchased.

Facility Usage

Students and parents will be permitted to use facilities only when scheduled and supervised by a staff member. No athlete is to use any facility (gym, weight room, pool) without a staff member being present.

Insurance Coverage/Risk of Participation

Prior to the beginning of practice, all students are offered the opportunity to enroll in a Dublin School-endorsed insurance program. This program can be utilized by students who do not have insurance coverage of their own. Participation in interscholastic athletics can lead to possible injury to student athletes. Although most injuries are minor in nature, it is possible that an injury could occur that is severe enough to cause a person to become paraplegic, quadriplegic, or result in death. Dublin City Schools and staff take every precaution to prevent such injuries, but such risk does exist.

Lettering Guidelines/Awards

The criteria for earning a letter may vary from sport to sport because of the different characteristics of each program. Each head coach will be permitted to determine the criteria necessary for earning team awards and will make athletes aware of this criteria at the beginning of the season. Students have the opportunity to earn the following awards:

Middle School Teams: Participation Certificate
Freshman Team: Freshman Participation Certificate
Junior Varsity: Junior Varsity Participation Certificate
Varsity Award: Varsity Letter and Sport Pin/Plaque

Athlete Care and Injury Reporting Guidelines

1. Athletes are to first report practice injuries to the coach and then to the athletic trainer. All injuries and health concerns must be reported to the athletic trainer. Medical referral will be coordinated through the training staff.
2. In the absence of the trainer, the coach will initiate early first aid care. The coach will notify the trainer of all injuries.
3. Injured athletes are expected to continue treatment and recovery period.
4. Parents are encouraged to contact the training staff regarding any questions or concerns relating to their child's injury and care.
5. All athletes missing practices or games due to injury or illness must notify the coach directly prior to that practice or game.
6. Game dress for injured athletes will be directed by each head coach.

Taping/Bracing Guidelines

1. Taping is a medical treatment tool with a specific therapeutic purpose. Appropriate use of tape for injury care will be directed by the trainer. Tape will not be made available for non-injury use.
2. Ankle taping will occur for two weeks following an acute ankle injury. At this time it will be the athlete's responsibility to purchase commercial ankle braces for ongoing injury management. Ankle braces should be purchased for ankle injury prevention or for those with a history of ankle injury.
3. The training staff is available to advise parents on purchase and use of various bracing, splinting, and supportive devices beneficial to injury care. Some braces are available through the training room at a discounted rate. See the trainer for more information.

Medical Referral for Injuries

1. The Athletic Health Care Program is not designed to replace the family physician or to dictate medical care. The choice of health care provider and initiation of medical referral always remains at the discretion of the parents.
2. Your family physician should be contacted if: problems develop with an injury, the condition worsens or the condition persists for an extended period of time. It is important that injured athletes return to the training room for reevaluation and report any new or remaining problems.
3. Parents have access to the services of team physician staff who supervise all care provided by the training staff.
4. All athletes evaluated by their family physician must provide a note from the physician indicating the type of injury, course of treatment, and participation status. The note must be given to the trainer. Standardized physician evaluation forms are available in the training room.
5. All significant head injuries must be evaluated by a Dublin team physician prior to clearance to participate. A note clearing the athlete is required for reentering any athletic activity.

Return to Activity Following Injury

1. All athletes who have been removed from activity by the trainer and referred for physician evaluation must provide a note from the consulting physician prior to return to activity.
2. All athletes who have been removed from activity or placed on limited activity by a physician must present a note from the physician clearing the athlete to reenter activity.
3. A physician's note "clearing the athlete for full activity" is recognized only as a release to begin a gradual transition period back to full activity. This transition time period is designed to monitor the existing condition and assure safe return to intense and demanding situations.
4. Injured athletes are expected to continue a rehabilitation/strength maintenance program on the injured area following return to play in order to prevent re-injury. This is a required condition if the athlete is to continue practicing. These programs will be coordinated through the training room.
5. The trainer determines return to activity clearance using specific protocols established by the supervising team physician.

Adolescent Athlete Protective Care Guidelines

1. No member of the training staff or coaching staff may clear an athlete to participate if a physician has removed the athlete from activity.
2. No member of the coaching staff can clear an athlete to participate if the athletic trainer has removed the athlete from activity.
3. Following physician clearance for return to activity, if clinical evidence, rehabilitation progression, or new injury information indicates that the athlete is at continued risk for injury, it is the responsibility of the training staff to protect the health of the athlete. The athlete is to be held from activity and referred back to the family physician or to the team physician for further advisement.
4. The team physician, attending physician, athletic trainer, coach, or parent may withhold an athlete from reentering activity if it is considered to be in the best interest of the individual's health. This allows those with specialized knowledge to act as a safety net, thereby optimizing the protection afforded the individual adolescent athlete.

Administration of Medications

The regulation and administration of prescription and over-the-counter medication during extra-curricular activities are to follow school policy (Policy 5330). All medical forms can be accessed through the district website at www.dublinschools.net/MedicalHealthForms.aspx or the school health clinic and must be on file in the student's health record in the school office. Parents must provide all medication to the school staff that are supervising the child's sport or extracurricular activity, must be in its original container, and must have the student's name attached. Please see below for the appropriate requirements.

Daily/Routine Medication

The prescriber and the parent/guardian must complete *Form 5330 F1 Request for Administration of Prescription & Nonprescription Medication by School Personnel*.

Nonprescription Self-Administered Medication

The parents/guardian must complete *Form 5330 F4 (HS/MS) Request for Student to Self-Administer Nonprescription Medication w/o Supervision*.

Self-Administration of Inhaler

The prescriber and the parent/guardian must complete *Form 5330A A F1 Asthma Action Plan and Orders*.

Life-Threatening Allergy

The prescriber and the parent/guardian must complete *Form 5330A E F1 Allergy and Anaphylaxis Emergency Orders and Action Plan*. Parents must provide a separate emergency epinephrine autoinjector to the school staff supervising the child's sport or extracurricular activity.

Diabetic Management

The parents/guardian must complete *Form 5330A F2 Consent for Diabetic Management* accompanied by the prescriber's orders. Parents must provide a separate emergency Glucagon kit to the school staff supervising the child's sport or extracurricular activity.

Transportation

All athletes are required to travel to and from out-of-town activities in district transportation when provided by the district. If a special situation occurs, the participant must present a note from a parent or guardian explaining the situation 24 hours prior to the activity.

- Elementary and middle school students may be released only to a parent whose signature is on file in the school office or to a properly identified person authorized on the Emergency Medical Authorization Form by the parent to act on their behalf.
- A high school student may be released "on his/her own" only with verified parental or designated emergency contacts' permission.

Participants will remain under the supervision of the coach/advisor when attending away activities. Participants who miss the bus will not be permitted to participate in the activity unless there are extenuating circumstances.

All regular school bus rules will be followed, including food, noise, remaining in seats, care and respect for equipment.

Middle School Participation

All teams will be formed through a try-out (cut sports) or a registration process (non-cut sports). Both types of sports require reasonable commitment and attendance. Unless there is an extenuating circumstance (family emergency, health constraint, or recent move-in) players cannot be added to a roster after the try-out process for cut-sports, or after 10 practice days for non-cut sports. Student-athletes may only participate in one sport per athletic season.

O.H.S.A.A.

Information regarding OHSAA regulations and sports dates can be found at www.ohsaa.org.

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.

Dublin City Schools Pay-to-Participate Fee Schedule

High School: 2024-2025

\$75 per sport per student

Boys' Baseball

Boys' and Girls' Basketball

Boys' and Girls' Golf

Football

Boys' and Girls' Volleyball

Girls' Softball

Girls' Gymnastics

Wrestling

Boys' and Girls' Tennis

Boys' Ice Hockey

\$50 per sport per student

Boys' and Girls' Swimming & Diving

Boys' and Girls' Lacrosse

Boys' and Girls' Cross Country

Basketball Cheerleading

Field Hockey

Boys' and Girls' Soccer

Boys' and Girls' Track

Football Cheerleading

\$40

Marching Band

Middle School: 2024-2025

\$30 per participant per activity

Family Cap

Family Cap (High School) \$300

Family Cap (Middle School) \$100

The family caps for high school and middle school are not cumulative.

Acknowledgement Form

Parent/Student Acknowledgement of:

Student Handbook

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

have received and read the 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 City School District. We also understand that this handbook supersedes all prior handbooks and other written material on the same subjects.

Student Signature

Grade/Team

Parent/Guardian Signature

Date