

**Postsecondary Education
Student Handbook
LIFE/PREP/POWER Plus
2017-18**



**For Students and Parents of
Dublin City Schools Postsecondary School Students**

Welcome to Postsecondary Education

As a student in one of our postsecondary programs, you will play an important role in determining your future. Postsecondary programming (LIFE/PREP/POWER Plus) will focus on the transition from school to work/life once the student has completed their high school requirements, including four years of high school.

We believe you have the potential and the desire to be successful. We will provide you with an environment where you can learn and progress. Your success will depend on you and our team of professionals working together.

Please review this handbook as it provides important information about the policies and procedures of Dublin City Schools, specifically as it applies to our postsecondary programs. We reserve the right to change policies and procedures. For a comprehensive statement of district policies and procedures we direct you to the 2017-2018 High School Handbook. All students are held accountable for the responsibilities and expectations outlined in the student handbook.

Visit www.dublinschools.net/TransitionServices.aspx to view individual program web pages and links to various community events and resources. This will be an important website to stay connected with throughout the year. Additional resources include our postsecondary website at <http://www.dublinschools.net/postsecondary.aspx> and our Facebook page.

Mission

The mission of postsecondary programming is to provide customized opportunities for students to develop their potential to be vocationally and socially active participants in the Dublin or greater community.

Values

- Respect for the individual student and choice
- Employment as an integral component of lifelong learning
- Using experience, knowledge and expertise to continually improve
- Integrity, accountability, and citizenship as fundamental in all actions

Goals

- Create equal responsibility among students, parent(s), guardian(s), agencies, school personnel, and our Dublin community to facilitate transition needs
- Target employability/life skills essential to employment and/or life activities
- Facilitate transition to employment and/or habilitation programming through the individualized education program (IEP) process
- Provide ongoing evaluation and assessment of outcomes
- To customize instruction through job training, service learning, volunteering, life skills and employment opportunities throughout the year

Strategies/Services

- Provide meaningful activities through real world experiences
- Job coaching/paraprofessional support
- Transition and goal focused groups
- Community outreach/service
- Implement a curriculum that emphasizes the individual student to become a productive worker and citizen
- Social skill training, advocacy, goal development

Postsecondary Team

Chris Ondrus, Director of Student Services	760-4352
Shawn Heimlich, High School Student Services Coordinator	760-4332
Mark Eatherton, Coordinator of WBA/Postsecondary Programs	760-4551
Katie Sochor, Intervention Specialist	760-4556
Becky Haselberger, Intervention Specialist	760-4558
Kellie Hampton, Intervention Specialist	760-4684
Erin Canaday, Transition Coordinator	718-8110
Kristin Staebler, Transition Coordinator	718-8339
Peggy Scott, Administrative Secretary	760-4357
Amy Salay, Department of Transportation	760-4504

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 7030 Coffman Road in Dublin, phone 614-764-5913, or visit www.dublinschools.net.

Equal Educational 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, age, religion, sex, ancestry, 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 complaint regarding this nondiscrimination policy should be referred to the school district's Compliance Officer at: Dublin City Schools, 7030 Coffman Road, Dublin, Ohio 43017, 764-5913.

Board of Education

Mrs. Lynn May (President)	889-6175
Mr. Scott Melody (Vice President)	763-1959
Mr. Stu Harris	659-0905
Mr. Chris Valentine	370-6147
Mr. Rick Weininger	467-9767

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 web site, www.dublinschools.net, for dates, times, and locations of board meetings. All community members are invited to attend.

Communication and Problem-Solving Procedure

We believe the growth and personal achievement of a student is the result of working together in a spirit of cooperation and teamwork. We want you to feel free to contact us if you have questions, feel there is a problem, or would like to make recommendations for improvements. We welcome positive comments as well.

We believe that most questions and concerns can be handled first by contacting program instructors: Ms. Katie Sochor (sochor_katie@dublinschools.net), Ms. Kellie Hampton (hampton_kellie@dublinschools.net), and/or Ms. Becky Haselberger (haselberger_becky@dublinschools.net). In the event that program instructors cannot answer your questions or concerns you may contact Mr. Mark Eatherton (eatherton_mark@dublinschools.net).

Individuals with Disabilities Education (IDEA 2004) and Postsecondary Programs

Postsecondary programs are intended to ensure that all children with disabilities have available to them a free and appropriate education that prepares them for further education, employment, and independent living through transition planning and services.

The federal definition of transition services means a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process that focuses on improving academic and functional achievement of the child with a disability to facilitate movement from school to post-school activities;
- Is based upon the individual child's needs, taking into account the child's strengths, preferences and interests; and
- Includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Individualized Education Program (IEP)

Each IEP must include appropriate measurable postsecondary goals that are based upon age-appropriate transition assessments and related to training, education, employment, and independent living skills. Transition services are needed to reach these goals. Transition services are coordinated by IEP team members to assist families and students

in developing a transition plan that will move students toward their postsecondary education, employment and independent living/community integration goals.

Transition Process

Through the transition planning process, families and students are introduced to resources that may be important as students move from school to post school activities. The following items and questions will guide the transition planning process, specifically relating to postsecondary planning:

- What are the student's long term goals related to postsecondary education and training, employment & independent living?
- What additional instruction is necessary from school services to prepare for long-term goals?
- Does the student have long-term agency services in place? (Bureau of Vocational Rehabilitation/Opportunities for Ohioans with Disabilities, County Board of Developmental Disabilities, Social Security, etc.)?
- If long-term services are in place, consider how these services compare to school services programming.
- If student receives County Board of DD services, they are likely eligible to transition to full time programming and or employment services immediately upon graduation. Have these options been explored?
- If student receives OOD/BVR services, they may transition to job development and/or paid training at end of exiting year. There may be a lapse in services if deferring diploma after having already participated in two years of summer work programming.
- If student continues to remain in school services, what will their transition plan look like? How will the school district, agency services (if applicable) and the family blend resources to prepare the student to exit?

IEP and Assessment

Assessments may include transition and personality inventories, interest surveys, aptitude evaluations, student interviews, other current assessments and data. All assessments, after discussion with the parents and team, assist in determining present levels of performance related to training/education, employment, and independent living skills.

Assessment is not required before the termination of a student's eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age of eligibility under State law.

IEP, Goals, and Summary of Performance

Postsecondary goals will include the student's long-term goals. Annual goals will be calculated to assist the student to achieve the long-term goal. These annual goals will be included in the transition plan or elsewhere in the IEP. Postsecondary students have an integral part in planning for their future and are expected to attend and participate in meetings and goal development.

The public agency must provide a summary of performance if the student's eligibility is terminating due to graduation from secondary school with a regular diploma or due to exceeding the age of eligibility under State law. The summary must include recommendations on how to assist the student in meeting postsecondary goals.

In Ohio, transition planning begins when a child with a disability is 14 years of age and sometimes earlier if needed. In accordance with Ohio Revised Code (3323.01), upon the recommendation of the IEP team, students have the right to receive a free and appropriate public education up until the age of twenty-two years old. Current Dublin City School Board district policy (5460.01) states *“When the student turns twenty-two (22) during the school year, s/he will be permitted to complete the current semester before services cease.”*

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.

Respect for the Rights of Others

Every right you have has an obligation attached to it. Your rights must be balanced against the rights of others and their rights must be balanced against yours. The purpose of the school and the requirements of the educational process must be weighed in deciding who has a right to do what and what behavior needs to be modified. That is

why our society has laws and why a school has rules. However, if you are one of those students who wants to take full advantage of your rights and opportunities at this school, while at the same time respecting the rights of others, we will support and help you.

Attendance Policy Philosophy

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.

Attendance and promptness is the responsibility of each student and his/her parents or guardian. Attending LIFE/PREP/POWER Plus and being on time allows students to benefit from the school's program in addition to developing habits of punctuality, self-discipline, and meeting responsibilities. Students must attend programming regularly if they are to derive benefits from such educationally sound activities as the following:

- Class discussion and group activities
- Dialogue between students and teacher
- Service Learning
- Job Training
- Community experiences
- Specialized instruction and individual help

Teachers have a responsibility to provide classroom instruction, which will be dynamic, productive and creative. Without consistent student attendance, it is difficult for teachers to meet these educational goals.

Attendance

Students are required to be here daily. When an absence is necessary, the student is required to contact the classroom. In addition, they are to contact Dublin City Schools transportation department as well as their worksite (if applicable) to inform them of the absence. It is highly recommended that the students do not schedule appointments on days they are working and/or participating in the community. Vacation time in excess of three days is highly discouraged. Work site and community based experiences will be impacted by absences. Unforeseen circumstances are understandable and are dealt with on an individual basis.

Continuity in the learning process is seriously disrupted through a student's excessive absences. The lack of good attendance causes students to achieve at a level below their potential, and these students frequently experience difficulty in the workplace.

Therefore, to ensure the highest level of student success, Dublin City Schools will work cooperatively with parents and students to promote increased student attendance. This policy will be based on state attendance standards, clear and enforceable guidelines, and positive motivation for good attendance.

Excused Absences: absences resulting from personal illness, illness in the family, quarantine of the home, death of a relative, observance of religious holidays, family emergencies, service as a precinct worker, professional appointments, or a special reason for which approval is given by an administrator or the attendance officer.

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 include: music lessons, hair appointments, car trouble, oversleeping.

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

Excessive Absences: 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. 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 appropriate assignments and materials and/or pages to be completed.
- C. The time missed will be counted as an authorized, unexcused absence; but shall not be a factor in determining grades unless make-up work is not completed.

Truancy: a deliberate, unauthorized absence from school. Truancies are subject to discipline as described in the Student Code of Conduct and will receive no credit for schoolwork.

Tardy: students arriving to school less than 30 minutes after their scheduled starting time will be considered tardy. Continual tardiness will result in disciplinary action as listed in the Student Code of Conduct. Students who are more than 15 minutes late to school should bring a note from their parents or they will be considered truant. Parents, however, cannot write a note excusing a tardy for any reason.

A comprehensive explanation of the district’s Attendance Policy Philosophy can be found in the 2017-18 High School Handbook.

Postsecondary Professional Development/Planning Days

In order to provide time for programming and staff development, the PREP/POWER Plus program will not be in session on the following dates for the 2017-2018 school year:

September 8, 2017	January 26, 2018	April 20, 2018
October 6, 2017	February 9, 2018	May 11, 2018
December 1, 2017	March 16, 2018	

PREP/POWER Plus Dress for Success

All students will be required to wear business casual attire Monday through Thursday each week. Each student will be provided one PREP/POWER Plus uniform shirt that may be worn unless a work site specifies something different. Additional shirts may be purchased through Embroidery Design Group. Students will be required to provide and maintain a set of personal care items as needed, including an additional set of clothing, to be accessed at school if and when needed.

Health Care/Clinic

A school nurse is available by phone or in person as requested to address health care concerns, emergency care, or screenings for students participating in POWER Plus/PREP. LIFE students have access to school nursing services/clinic aides within the school building.

Student Code of Conduct, Expectations, and Procedures

Postsecondary students are held accountable for the responsibilities and expectations outlined in detail in the 2017-2018 High School Handbook. Particular attention should be paid to the following sections as listed in the high school handbook table of contents.

- Bullying and Other Forms of Aggressive Behavior Policy
- Bus Rules
- Co-Curricular Activity Code
- Conduct at Extracurricular Activities
- District Calendar
- Dress Code
- Driving to School
- Electronic Devices/Cell Phones
- Enforcement of Code of Conduct
- Graduation Requirements
- Harassment Regulations
- Health Care

- School Closing
- Search and Seizure
- Student Code of Conduct
- Student Education Technology Acceptable Use and Safety Policy
- Student Responsibilities
- Substance Abuse Policy
- Tolles Technical Center
- Weapons in Schools

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

Included in your packet of intake materials is a **Network and Internet Access Agreement Form for Students**, which must be filled out, signed, and returned to your program instructor after you have read the Student Education Technology Acceptable Use and Safety policy. For a comprehensive explanation of this policy, please refer to the 2017-2018 High School Handbook.

Forms

Many forms routinely completed by parents prior to the start of school, especially medication forms for school and emergency medical authorization information are on the Dashboard (dashboard.dublinschools.net) or the district website (www.dublinschools.net). Emergency medical authorization and other district forms can be completed online. Please contact your student's school of attendance if you have any questions.

Weather/Closing Procedures

All postsecondary programs follow the Dublin City Schools calendar for holidays and staff professional development/work days. In the event of inclement weather, programs adhere to delays and/or closings.

Program Fee

All postsecondary programs require a \$100 program fee. This fee is waived for families that apply and qualify for free and reduced lunch. (Online forms can be completed on the parent dashboard).