

Early Childhood Program Handbook 2018-19



For Parents

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Welcome

We welcome you to the Dublin City Schools. We will provide your child with a high quality education and look forward to working with you. This handbook is written to help you understand the procedures and programs at your school.

Dublin City Schools Mission Statement

We believe that all students can and must learn at high levels of achievement. It is our job to create an environment in our classrooms that results in this high level of performance. We are confident that, with our support and help, students can master challenging academic material and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

Early Childhood Philosophy

Early childhood education lays the groundwork for the development of a lifelong learner. As educators, it is our goal to support the whole child by providing learning opportunities in all areas of development including social emotional skills and academic foundations. Children develop excitement for learning through a play-based, multi-sensory approach and meaningful interactions with others. We strive to provide a fun, safe, and exciting culture that encourages students to take risks, problem-solve, and move toward independence. Our program provides learning experiences that incorporate student interests and address individual needs. Additionally, we believe that our relationships with students and families are central to the advancement of each child's development. Our intent is to build a strong beginning for future learning and empower children to reach their highest potential.

Statement of Beliefs

We believe that children:

- Learn best in a safe and nurturing environment
- Learn best when they are valued as unique, capable and independent individuals whose abilities are celebrated
- Learn best through a team approach focused on the whole child, which includes parents and staff actively working together
- Learn best in a language and literacy rich environment
- Learn best when activities are developmentally appropriate and individualized
- Learn best through the process of an activity rather than focusing on the product
- Learn best through play by investigation and exploration
- Learn best from each other and benefit from being with peers of varying abilities as they learn to function within a group
- Learn best when they are empowered to work cooperatively, problem-solve, and take responsibility for their choices

Board of Education

Mr. Scott Melody (President)	614-763-1959	melody_scott@dublinschools.net
Ms. Lynn May (Vice President)	614-209-0078	may_lynn@dublinschools.net
Mr. Stu Harris	614-659-0905	harris_stu@dublinschools.net
Mr. Chris Valentine	614-370-6147	valentine_chris@dublinschools.net
Mr. Rick Weininger	614-467-9767	weininger_rick@dublinschools.net

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.

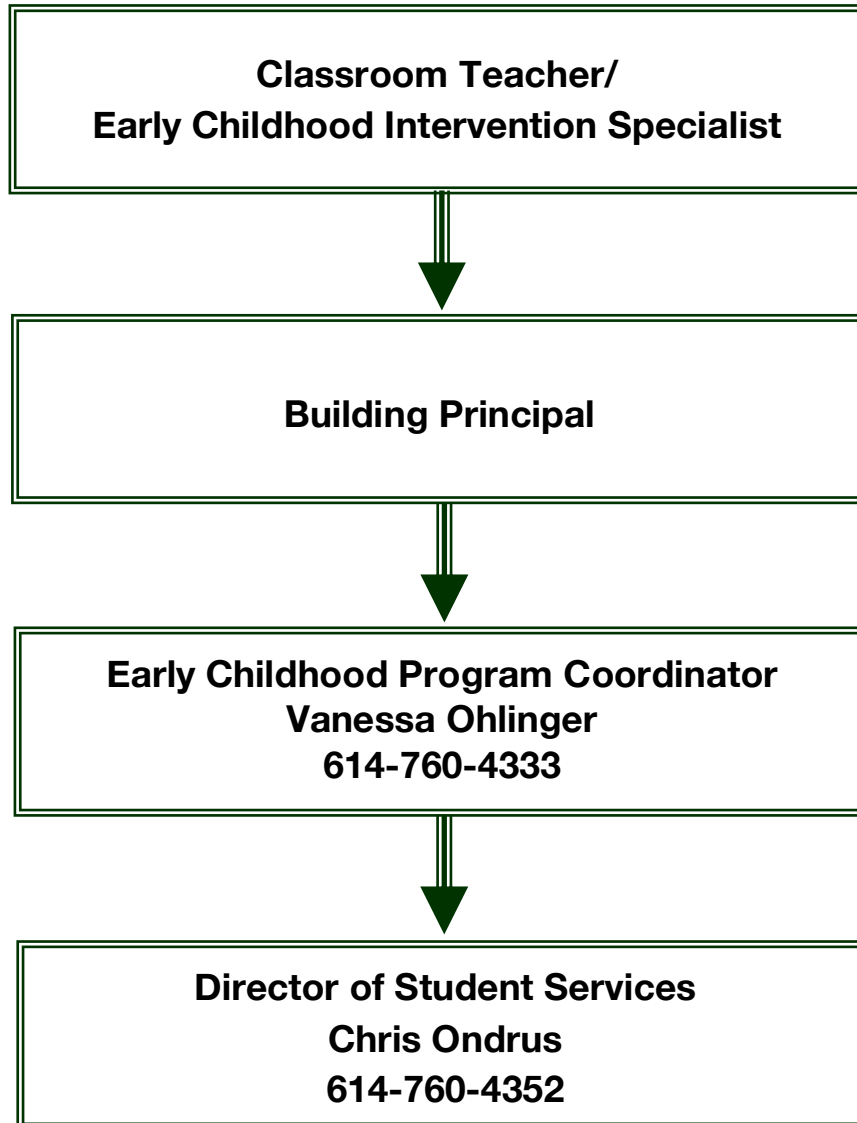
Administrative Team

Dr. Todd Hoadley	Superintendent
Mr. Brian Kern	Treasurer
Mr. Tracey Miller	Deputy Superintendent
Ms. Jill Abraham	Director of Elementary Education

Administration Building
7030 Coffman Road
Dublin, OH 43017
Ph: (614) 764-5913
Fax: (614) 761-5899

Building a Team Through Communication

A Parent's Guide to Contacts





Dublin City Schools | 2018-2019 CALENDAR

Revised 4/23/18

AUGUST 2018						
S	M	T	W	Th	F	S
			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	

13-14 Work/PD days for staff
 15 First day for students
 15-16 Kindergarten phase-in days
 22 First day for preschool

FEBRUARY 2019						
S	M	T	W	Th	F	S
					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		

15 End of second trimester
 18 No School, Presidents' Day
 19 No School, Work Day/Professional Development Day

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						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						

3 No School, Labor Day
 10 Family Night

MARCH 2019						
S	M	T	W	Th	F	S
					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						

8 End of third nine weeks
 25-29 No School, Spring Break

OCTOBER 2018						
S	M	T	W	Th	F	S
	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 End of first nine weeks
 19 No School, Work Day/Professional Development Day
 22 No School, Teacher conference time or conference comp time

APRIL 2019						
S	M	T	W	Th	F	S
	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				

18 Family Night
 19 No School, Teacher conference time or conference comp time

NOVEMBER 2018						
S	M	T	W	Th	F	S
			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	

9 End of first trimester
 21-23 No School, Thanksgiving Break

MAY 2019						
S	M	T	W	Th	F	S
			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	

17 Last day for preschool
 17 Last day for Seniors
 18 Graduation
 23 Last day for Kindergarten
 24 Last day for students (gr. 1-11) (half day A.M.)
 Last day for staff (full day)
 End of second semester and third trimester
 27 Memorial Day

DECEMBER 2018						
S	M	T	W	Th	F	S
						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					

21 End of second nine weeks, first semester
 24-31 No School, Winter Break

JUNE 2019						
S	M	T	W	Th	F	S
						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 2019						
S	M	T	W	Th	F	S
		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
 4 No School, Work Day/Professional Development Day
 21 No School, MLK Jr. Day

If the district misses more than six (6) days of school, contingency days will be used beginning on May 28.

Graduation May 18, 2019
 1:00 p.m. – Dublin Jerome
 4:00 p.m. – Dublin Scioto
 7:00 p.m. – Dublin Coffman

BE SURE TO CHECK OUR WEBSITE FOR CALENDAR UPDATES!

Early Childhood Assessment Team

Vanessa Ohlinger, Coordinator – 614-760-4333

Trisha Soungpradith, Psychologist – 614-760-4336

Kara Wasylczuk, SLP – 614-760-4330

Michele Bergman, Early Childhood Intervention Specialist, Itinerant Services – 614-760-4377

Regina Stevenson, Early Childhood Intervention Specialist, Itinerant Services – 614 760-4331

Early childhood intervention specialists listed below

Early Childhood Locations

Mary Emma Bailey Elementary

4900 Brandonway Drive

Dublin, OH 43017

Phone: (614) 717-6611

Fax: (614) 717-6610

Principal: Tyler Wolfe

Teacher: Lisa Gates

Teacher: Marybeth Wolff-Grace

Teacher: Rose Horbol

Daniel Wright Elementary

2335 West Case Road

Columbus, OH 43235

Phone: (614) 538-0464

Fax: (614) 761-5874

Principal: Lucas Bauer

Teacher: Jennie Merna

Teacher: Wendy Partin

Albert Chapman Elementary

8450 Sawmill Road

Powell, OH 43065

Phone: (614) 761-5864

Fax: (614) 761-5867

Principal: Scott Zeoli

Teacher: Marla Hester

Teacher: Olivia Grace

Scottish Corners Elementary

5950 Sells Mill Drive

Dublin, OH 43017

Phone: 614-764-5963

Fax: 614-761-5814

Principal: Lauren Barr

Teacher: Chris Ball

Teacher: Chris Thiel

Eli Pinney Elementary

9989 Concord Road

Dublin, OH 43017

Phone: (614) 798-3570

Fax: (614) 817-8961

Principal: Troy Ehram

Teacher: Anna Segner

Teacher: Morgan Mallory

Hours:

4-days/week Classes: Monday through Thursday, 8:45–11:15 a.m.

5-days/week Classes: Monday through Friday – 12:45 – 3:15 p.m.

Early Childhood Peer Program

The Dublin City School District offers an outstanding early childhood program that serves children with disabilities and also provides an educational opportunity for typically developing children to serve as social and academic role models (peers). To participate as a peer in our early childhood program, an application must be submitted. Peer applications are available on the Dublin City Schools web site at www.dublinschools.net/preschool.aspx.

Criteria

- Must reside within Dublin City School District
- Child should be approximately 3.5 years of age by the first day of school
- Child enjoys playing with other children: interacts well with others, manipulates toys, and engages in age-appropriate activities without assistance
- Child demonstrates good language skills: follows simple directions, speaks clearly, makes basic needs known, answers simple questions
- Pass the Peer screening tool

- Child would be good role model to others: separates easily from parent, models good behavior and social skills, attends to adult guided activity, and is willing to take turns
- Child must be toilet trained

Tuition (for peer students only)

The peer program is funded by tuition of \$140 per month for 4-days/week class and \$170 for 5-days/week class. A non-refundable deposit of \$50 will be assessed, which is applied to the last month of tuition. Tuition is due the 1st of each month. For your convenience, you will receive a monthly invoice. The monthly tuition is an average of the number of days in the school year divided by nine months. Short months, five-week months, holidays, and five snow days have been averaged. This means you will pay the same amount each month. Deductions will not be made for a child's absence due to illness. There also will be no deductions for family vacations. Peer families are asked to sign a contract (see copy in the back of the handbook) and pay the first and last month's tuition prior to the start of school.

All tuition accounts must be current on the first day of each month. After the first day of each month, students will not be admitted to the early childhood program until the balance is paid. If you desire to withdraw your child, please notify us in writing so we will not hold a place for your child and continue to charge your account. Financial assistance is available for families qualifying for the National School Lunch Program.

Payments will not be accepted by the early childhood teachers. Payments are to be sent to:

Attn: Accounts Receivable
Dublin City Schools
District Administration Building
7030 Coffman Road
Dublin, OH 43017

Payments can also be made in person at the Administration Building. The office is open Monday through Friday, 7:45 a.m. – 5:00 p.m. Checks should be made payable to Dublin City Schools.

For assistance or information contact: Jane Kristan at (614) 760-4345.

Important Information

Enrollment

Students who live within the boundaries of our school district and are between the ages of 3 and 5 are determined eligible for special education services through a multi-factored evaluation process. Enrollment for those eligible students is the same as all students in the Dublin City School District. Our program does not discriminate in any way on the basis of race, religion, ethnicity, or socio-economic status. We welcome all young children with disabilities.

In addition, we offer education opportunities for non-disabled children to join the Early Childhood Program as peer models. Peer families pay monthly tuition and parents provide transportation. Openings are limited. Applications are accepted beginning in December for the next school year.

Dress Code

Clothing should be comfortable, clean, and appropriate for the weather. It is helpful if the children wear clothes they can manage themselves. Our classrooms are relaxed, creative, and active. Play clothes that are washable are most appropriate. Our buildings are air-conditioned and we go outdoors almost every day; so jackets, sweatshirts or sweaters are a must. Please make sure jackets, book bags, and any items that could get lost have your child's name on them.

Many students like to bring toys or special belongings with them to school, which is fine, with some reservations. We prefer that the items be small enough to fit in their book bags. If it is something that could be misplaced, label it with the child's name or initials. We encourage the students to tell us about why they have brought the item and they are allowed to use it or play with it during free time. When we pick up the room, the students understand that it is time to put their "special things" back in their book bags. The school cannot be responsible for loss of or damage to items brought from home.

Personal Property at School

Frequently, unmarked articles of clothing are turned into the office and are not claimed by the owner. Parents are requested to mark their children's coats, rainwear, sweaters, hats, gloves, boots, lunch boxes, and backpacks so that they may be easily identified. Each school has a Lost and Found that students and parents should check for any lost items. Unclaimed items are given to charity on a quarterly basis.

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.

The Board authorizes the imposition of fines for the loss, damage or destruction of school equipment, apparatus, musical instruments, library material, textbooks, and for damage to school buildings. The District may report to the appropriate juvenile authorities any student whose damage of school property has been serious or chronic in nature.

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

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

Attendance

Daily attendance is encouraged and expected. Students benefit most from our program when they can be part of the classroom every day. Of course, there are good reasons for excused absences from school, which include: personal illness, illness in the family necessitating the presence of the child, quarantine of the home, death of a relative, observation of religious holidays/absence for religious reasons, or professional appointments.

When a student is absent from school, the parents need to call the school. If your child is absent and we have not heard from you, the school secretary will make every attempt to contact the parents at home or at work. Once your

child returns to school you will need to provide a follow-up note that states reason for absence. If your student is tardy or needs to leave school early he/she must be signed in or out at the office.

In the event of a planned absence, parents need to send a note to school at least three days before the absence indicating the dates your child will be gone and the reason for the absence. Check with your child's teacher to find out what will be covered during the child's absence.

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, but shall not be a factor in determining grades unless make-up work is not completed.

Emergency Weather Delays

There will be NO AM preschool on days when school is delayed due to inclement weather. PM preschool students will attend at the regular time, from 12:45 p.m. until 3:15 p.m. Parents need to have a plan in place for their children.

<u>School Hours</u>	<u>Regular</u>	<u>Emergency Weather Delay</u>
AM Preschool classes begin	8:45 a.m.	No AM Preschool
AM Preschool dismissal	11:15 p.m.	--
PM Preschool classes begin	12:45 p.m.	12:45 p.m.
PM Preschool dismissal	3:15 p.m.	3:15 p.m.

Parent Notification System

The district's parent notification system will be used in emergency situations and will not replace TV, radio, the district's web site, or the subscription email system. The system is voice activated and the recording will start when a phone is answered OR when the call is dropped into voice mail. If neither of these takes place, the system will continue to try to reach a voice for a short period of time and you may receive multiple calls in these cases. If you have caller ID, the incoming number you will see is 764-5913. If you miss the call, please do not dial this number. Listen to your voice mail message, check our web site, watch your TV, listen to your radio, or wait for the automated call to come through again. You will receive the information quicker through one of these electronic methods than waiting for someone to answer your phone call.

Parents will have the opportunity to control their contact information through the district website (www.dublinschools.net) under "STUDENT & PARENT RESOURCES," in "Update Student Information."

Emergency Closing of School

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 6:30 AM on the day of school. Do not call school employees, the pre-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.

Emergency Early Dismissal

At the beginning of each year, parents will be asked what plan is in place for their child in the unlikely event children are dismissed early because of an emergency. A form to let the school personnel know the specifics of this plan will be sent home to you during the first quarter of school. Emergency early dismissals will be communicated through the Parent Notification system as outlined above.

Emergency Procedures – Fire/Tornado/School Safety Drills

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

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

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

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

Video Surveillance & Electronic Monitoring

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

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

Screenings

Each year, all early childhood students are screened for vision and hearing. In addition, all students new to the district will be screened for vision and hearing. If a problem is detected, a written referral will be mailed home. At any time throughout the year, if a parent is concerned their child is having difficulty hearing or seeing, they should contact the clinic for a screening. Clinic staff will notify the parents of the screening results.

Safety

Student safety is a responsibility of the staff. All staff members are familiar with emergency procedures such as fire and tornado drills and accident reporting procedures. At least one staff member is trained in communicable disease and first aid, as is the clinic aide in each building.

Visitors

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

If parents wish to confer with a member of the staff, they should call for an appointment prior to coming to the school, in order to prevent any inconvenience to parents/staff or disruption of the learning process. Students may not bring visitors to school without first obtaining permission from the building principal.

Parent Involvement

Our program recognizes our parents and families as a valuable member of our early childhood preschool team. We welcome parent volunteers and need help in a variety of ways. Please let your teacher know you are interested in helping and she will let you know of opportunities both at school and out of school that are available. In addition to volunteering their time, we rely on our parents to provide us with helpful information regarding their child outside of the school setting. The sharing of information is vital through notebooks, newsletters, e-mails and phone calls. Our staff is committed to creating a team approach for the growth and development of the whole child. Early Childhood Preschool also has an active parent group that has arranged yearlong social and educational activities for all families. Schedules of events will be sent home. Parents can be a great resource, and support, for each other.

Student Code of Conduct

Our rules in the classroom and on the bus reflect safety, common sense, respect for each other and respect for our school. Across all environments, our staff uses developmentally appropriate management techniques including positive reinforcement, reminders, talking through the situation with the child, redirection, and/or separation from problem situations. Situations that do not respond to these strategies would warrant a parent conference and a more formal behavior plan developed by parents and staff.

We are required by ODE to include the additional information below:

The purpose of this code is to ensure the safety and physical and emotional well-being of all individuals on the premises. Our methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, shaking, spanking, or biting.

No discipline shall be delegated to any other child.

No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.

No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle. No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.

Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

Techniques of discipline shall not humiliate, shame, or frighten a child.

Discipline shall not include withholding food, rest, or toilet use.

Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.

The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the early childhood program.

Dublin City Schools also follows the recommended procedures from the Crisis Prevention Institute when students present as a danger to themselves or others. Prevention is the primary focus of our approach. However, because some students can become violent, individualized behavior plans may include the use of physical restraint by a trained staff member in an emergency situation. If this occurs, a critical incident report will be completed.

Complaint Procedures

It is the desire of the Dublin City School's Board of Education to rectify any misunderstandings between the public and the early childhood program by direct discussions of an informal type between the interested parties. If such meetings fail to resolve the difference, more formal procedures may be employed. The district does maintain policies regarding public concerns/complaints for those problems not resolvable at the school building level and requiring Central Office or Board of Education involvement. Copies of Policy and Administrative Guideline 9130 may be obtained from your building, our web site, or from the Superintendent's office. Please follow the communication contacts flow chart on page 3 for further information on complaint procedures, or if you have a problem to solve.

All complaints and reports concerning the operation of the Dublin City School's Early Childhood Intervention Program may be reported to the Department Ombudsman at the Office of Early Childhood Education at 614-466-0224. Parents may also receive copies of inspection reports of the program from their child's classroom teacher or from Dublin City Schools Executive Director of Student Services.

Assessments

The Ohio Department of Education requires that several assessments are administered for students in all publicly funded early childhood programs, and the results of those assessments are reported to their department. These assessments include:

The ASQ-3 - a developmental screening of all children within 60 days of their enrollment. The screening addresses development of children in the areas of physical, adaptive behavior, social-emotional, cognitive, and communication skills. Results are used to determine if further interventions are needed.

The Early Learning Assessment - this will be administered to all preschool students twice a year. This assessment addresses several learning progressions that are outlined by the Ohio Department of Education.

The Childhood Outcomes Summary assessment - This is required for Preschool children with disabilities. It ensures that these students will reach or maintain a level commensurate with same-age peers and/or improve functioning level in the following areas:

- o Acquisition and use of knowledge and skills (including early language/communication and early literacy) .
- o Positive social-emotional skills (including social relationships).
- o Use of appropriate behaviors to meet their needs.

The classroom staff will also complete the district's curriculum based assessment. This is an ongoing formative assessment that helps guide our classroom planning in the areas of Fine Motor, Gross Motor, Adaptive/Self Help, Cognitive, Communication and Social Skills. All team members participate in this assessment (teachers, assistants, Sp/L, OT, PT, APE, and parents). All parents are notified of their child's performance on these assessments through a notification form and at parent/teacher conferences.

Peanut-Free –The Early Childhood Program is considered “Peanut Free”. Due to rising concerns of peanut allergies among young children, each early childhood classroom will be peanut free. Please note the building is not peanut free, just the preschool classroom.

Nutrition

Healthful snacks are a part of the student's day. School provides water and families may take turns providing weekly snacks for all students or a snack may be packed by parents. The school provides all paper products. We ask that you keep common food allergies in mind and select well-balanced, nutritious foods for the children. If your child requires a special diet, we ask that you provide the daily snack along with a completed prescriber and parent form for *Request for Administration by Early Childhood Personnel of Prescription or Non-Prescription Medications, Food Supplements or a Modified Diet*. Please talk with your child's teacher or school nurse if you have questions.

Fruits and Vegetables – Almost all of the snacks served to children should be fruits or vegetables. Fruit can be served whole, sliced, cut in half, cubed, or in wedges. Canned, frozen and dried fruits are easy and usually need little preparation. Healthy options include: fresh fruits and vegetables; frozen fruit; applesauce; fruit cups or canned fruit (in juice or light syrup); dried fruit and fruit leathers (without added sugars); fruit salad; fruit juice popsicles; and homemade smoothies. Vegetables can be served with dips like hummus, bean dip, or salad dressing; in salads; or veggie pockets in whole-wheat pita.

Healthy Grains – (whole grains that are low in fats and sugars) – serve mostly whole grains, which provide more fiber, vitamins, and minerals than refined grains. (Whole wheat [or other whole grain] should be the first ingredient listed.) Healthy whole grain options can include: English muffins, pita, or tortillas; breakfast cereal; crackers; rice cakes; popcorn; tortilla chips; granola; cereal bars; breadsticks; or flatbreads. Refined grains, such as pretzels and goldfish, should not be everyday offerings. Be sure to read nutrition labels to pick options that are low in sugars, saturated fat, and trans fat.

Low Fat Dairy Foods – To protect children's bones and hearts, make sure all dairy foods are low-fat or fat-free, such as yogurt and low fat pudding. Since cheese is the #2 source of heart-damaging saturated fat in children's diets, choose lower fat cheeses, serve small portions, and serve cheese with other foods like fruit, vegetables, or whole grain crackers.

Healthy Beverages

Water should be the main drink served to kids at snack times. Water satisfies thirst without adding calories or sugars (and it is low cost!).

Seltzer or Sparkling Water – Look for calorie free varieties; flavored or unflavored.

Low Fat and Fat Free Milk - Milk is a terrific source of calcium and vitamin D, but it is also the #1 source of heart damaging saturated fat in children's diets. Choose fat-free (skim) or low-fat (1% instead of whole or 2% (reduced-fat) milk. Soy and rice “milks” (fortified with calcium and vitamin D) also are healthy options.

Fruit Juice – Choose only 100% fruit juice, but limit juice to no more than 6 ounces (a little less than a cup) for 1-6 year olds and no more than 12 ounces (1 1/2 cups) for 7–18 year olds per day. Avoid juice drinks, which, nutritionally, are not better than soda pop. The label should list 100% juice and avoid drinks with sugar or high fructose corn syrup in the ingredient list.

Wellness

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

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

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

Required Early Childhood Health Assessment and Annual Medical Exam

Per Ohio Administrative Code 3301-37-08: The parents shall provide, prior to the date of admission or no later than 30 days after date of admission and every 13 months from the date of examination thereafter, a physician's assessment from a licensed physician, physician's assistant, clinical nurse specialist or certified nurse affirming that the child is in suitable condition for enrollment in the program. Parents must remain in compliance with this rule in order for their child to continue in the program.

Clinic Information

A student health clinic is located in all elementary, middle and high school buildings. 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 hearing screenings are done each year for all preschool students. Additionally, if a staff member, parents/guardians, or student has a concern about a student's vision or hearing, the clinic staff can 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, parents/guardians are required by law (ORC 3313.712) to complete an Emergency Medical Authorization Form for each student. This form is to enable parents/guardians to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when a parents/guardian cannot be reached. Ohio law requires that all preschool students have two emergency contacts in addition to parents. Please complete/update student's medical information and Emergency Medical Authorization online at [CareDox](#). Throughout the school year, please remember to update your student's Emergency Medical Authorization Form if there are changes to phone numbers, or your child's health care information. Students will be excluded from participating in field trips and extracurricular activities 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 on the Emergency Medical Authorization Form.**

Parents/guardians 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 parents/guardians list their child's health concerns and medications on the district's Emergency Medical Authorization form. 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 parents/guardians to develop a health care plan for students who require preventative or medical interventions at school. This plan will be shared with school staff that work with or supervise the student

Injury and Illness Procedures

The clinic is always open during the school day and staff is available to see students who are observed or appear to be feeling ill or have an injury that requires attention.

Students who become ill or injured at school will need to be seen in the clinic for care. If the student appears too ill/injured to remain in school, the clinic staff will contact parents/guardians to make the arrangements for their 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 parents/guardians of this necessity.

Ill or injured students may not be released from school until they have been evaluated in the clinic. If a student is ill or injured and must be dismissed early, the student will only be released to those listed on the Emergency Medical Authorization Form. For early childhood students, parents/guardians or the designated contact must come into the school office to sign the child into or out of school.

Medical Referral for Illness/Injury

1. The clinic health care team is not designated 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/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 physician should provide a note from the physician 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 symptoms of fever 100 degrees or higher, vomiting, diarrhea, or other signs of a possible communicable disease, will be excluded until they are symptom-free for 24 hours without the assistance of medications.

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.

Management of Communicable Disease – Early Childhood Only

A person trained in prevention, recognition, and management of communicable disease or other illness shall observe each child daily.

A staff member will notify the parent or guardian of a child suspected of having a communicable disease (observed to have signs or symptoms of illness) and the child would be isolated and discharged to his parent or guardian. To ensure appropriate management of suspected illnesses, staff will adhere to the Ohio Department of Health “communicable disease chart”.

Signs of illness can include:

- Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
- Difficult or rapid breathing;
- Yellowish skin or eyes;
- Conjunctivitis;
- Temperature of one hundred degrees Fahrenheit taken by the axillary method when in combination with

other signs of illness;

- Untreated infected skin patch(es);
- Unusually dark urine and/or grey or white stool;
- Stiff neck;
- Evidence of lice, scabies, or other parasitic infestation;
- Unusual spots or rashes;
- Sore throat or difficulty swallowing; or
- Vomiting.

A child isolated due to suspected communicable disease shall be:

- cared for in a room or portion of a room not being used in the Early Childhood program;
- within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
- made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent;
- observed carefully for worsening condition;
- discharged to parent or guardian as soon as practical.

Regulations for the Administration of Medications, Food Supplements or Modified Diets - Early Childhood only. (OAC 3301-37-07)

According to Ohio Law (OAC 3301-37-07) if an early childhood student requires any type of prescription or non-prescription medications, food supplements or a modified diet at school, a parent/guardian is responsible for providing the school with the prescription or non-prescription (over-the-counter) medication or food supplement. A licensed prescriber and parent/guardian is also required to complete the following form: [5330 F1 Request for Administration of Prescription or Non-Prescription Medications by School Personnel](#). This form is available on the district's web site or in the building clinic.

All prescription and non-prescription medications and food supplements must be stored in the clinic. Foods required for a modified diet may be kept with the classroom teacher. Early Childhood students who have a completed authorization from on file to self-carry and administer an inhaler ([5330 F2 Request for Student to Carry and Administer Own Prescription Medication by Inhaler](#)) or epinephrine autoinjector ([5330A E F1 Allergy and Anaphylaxis Emergency Orders and Care Plan](#)) with assistance may do so on the bus or while at school. An extra autoinjector is required by law to be stored in the clinic.

Early Childhood Medication and Food Supplement procedures

1. A written request must be obtained from an Ohio-licensed prescriber and the parent/guardian each school year before any prescription or non-prescription medications or food supplements may be administered to an early childhood student by school personnel ([5330 F1 Request for Administration of Prescription & Nonprescription Medication by School Personnel](#)).
2. The signed medication/supplement request form should be brought to the school by the parent/guardian. Completed forms can also be faxed from home or the prescriber's office to the school
3. Prescription medication must be brought in by the parent in the original container or packaging in which it was dispensed by the prescriber or pharmacist. All prescription medication will be stored in the clinic and administered by designated staff. Pharmacists can make a duplicate bottle for the school.
4. Non-prescription medication and food supplements must be brought in by the parent in the original manufacturer's package or container as purchased and will also be stored in the clinic and dispensed by designated staff.
5. Before any non-prescription medication is given, a parent may need to be contacted to ensure the medication was not already administered at home to the student.
6. If a student has obvious signs of injury or illness, such as a fever, rash, vomiting, diarrhea, or other signs of a possible communicable illness or serious injury, the prescribed non-prescription medication may be administered, but the student will need to be sent home to recover.
7. A new *Request for Administration of Prescription or Non-Prescription Medications by School Personnel* form must be submitted each school year and whenever there is any change in the prescriber's order, such as

- an increase or decrease in medication or food supplement dosage, or a change of medication or food supplement.
8. Accurate records of the administration of medications and food supplements will be kept in the student's health file for seven years.
 9. An early childhood student cannot self-carry or administer her/his own prescription or non-prescription medication or supplements except as designated in #10. All prescription and non-prescription medications or supplements will be stored by school personnel in a locked area unless it requires refrigeration, in which case it will be kept in a refrigerator in a place not commonly used by students.
 10. A student may self-carry and administer his or her own prescription inhaler ([5330 F2 Request for Student to Carry and Administer Own Prescription Medication by Inhaler](#)) or epinephrine autoinjector ([5330A E F1 Allergy and Anaphylaxis Emergency Orders and Care Plan](#)) with assistance, only after the proper medication request for the student has been completed by both a licensed prescriber and a parent/guardian and is on file in the school clinic.
 11. Forms for emergency medications are available online (www.dublinschools.net/MedicalHealthForms.aspx) or in the clinic for prescribers and parents to complete for inhalers, epinephrine autoinjectors, glucagon, diastat and intranasal midazolam.
 12. The school board designates the following personnel to administer prescription medication: nurses, teachers, aides, secretarial/office staff, bus drivers, bus aides, assistant principals, principals, other district administrators and others as designated by the student's IEP and/or 504 Plan and/or any other person(s) as determined and designated by the superintendent or designee to meet the needs of a particular student. Any of the foregoing personnel administering medication may do so only after completing the District's drug administration training program and reviewing the applicable request form, including the prescriber's order, instructions, and signature and a parent/guardian signature.
 13. Parents/guardians are responsible for picking up unused prescription and non-prescription medications and supplements at the end of each school year. No medications or food supplements will be sent home with students. Any medications or supplements remaining in the clinic will be discarded.
 14. A new medication/supplement form and any self-carry inhaler/Epinephrine autoinjector or other emergency medication form must be properly completed and signed by a licensed prescriber and parent/guardian each school year.

2018-2019 IMMUNIZATION REQUIREMENTS FOR SCHOOL ATTENDANCE

Ohio Law requires each student to demonstrate compliance of immunizations requirements via medical documentation. **Please provide an immunization record to the clinic by the 1st day of attendance.** The School Nurse 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 and route each vaccine was given, manufacture's brand of vaccine and child's disease and health history. The school nurse or clinic aide will contact you if additional vaccines are needed.

Please contact the building school nurse, your child's health care provider or the Ohio Department of Health Immunization Program at (800) 282-0564 if you have questions or concerns about your child's immunizations.

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 year 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 blood borne 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 universal 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 blood borne pathogens. A blood borne 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 parents of a student who is exposed will be contacted regarding the exposure and encouraged to consult with the student's physician concerning any necessary post-exposure testing or treatment.

As required by Federal law, parents will be requested to have their child's blood checked for HIV and HBV when their child has bled at school and a staff member has been exposed to their blood. 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.

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 7030 Coffman Rd., Dublin, OH or s/he can be reached by calling 614-760-4359.

Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, an adult student and those authorized by State and Federal law and Board policy/guidelines. State and Federal law permits access by school officials who have a

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

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

- A. to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 C.F.R. 99.34.
- B. to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U. S. Secretary of Education, or State and local educational authorities, such as the Ohio Department of Education. 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).

Directory Information

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

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

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

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

Specific Events/Activities

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

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other with whom respondents have close family relationship;
6. legally recognized privileged relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or the student's parent, and/or;
8. income, other than as required by law to determine program eligibility.

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

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

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

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

Any parent or student who believes that the school district has failed to comply with the Family Education Rights and Privacy Act ("FERPA") or the Protection of Pupil Rights Amendment ("PPRA"), may file a complaint directly with the Family Policy Compliance Office, U.S. Dept. of Education, 400 Maryland Ave., 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.

Ohio's Early Learning Program Guidelines

Ohio's Early Learning Program Guidelines serve as the foundation for all programs funded or administered by the Ohio Department of Education, Office of Early Learning and School Readiness. The guidelines address the outcomes and goals considered essential for the healthy development and intellectual, social and emotional success of children. These guidelines are constructed with the following beliefs:

- All children are competent and resourceful learners;
- All children can and do make meaning of complex ideas and concepts;
- All children want to and do contribute to their own learning;
- All learning takes place through social interaction;
- All learning experiences can be tailored for different periods in a child's life;
- All learning experiences can contribute to the intellectual and social foundation considered essential for success in school and life;
- All learning experiences can take place in the context of play as well as through structured activities in the hands of competent teachers;
- All families have the right to participate in their children's educational journeys;
- All families desire to be competent;
- All families have a right to educational experiences that recognize cultural, linguistic and racial identity;

- All teachers hold a position of power and by sharing that power contribute to the learning of all;
- All teachers grow in confidence and competence through relationships and connections with children, families and their peers; and
- All teachers, by virtue of their positions, have an obligation to do the very best for children within their care.

Ohio’s Early Learning and Development Standards

Ohio’s Early Learning and Development Standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children’s development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children. You may access these standards through the Dublin Schools web page at www.dublinschools.net/Preschool.aspx (click the link) or through the Ohio Department of Education web site at www.education.ohio.gov, keyword “Early Learning and Development Standards.”

The *Early Learning and Development Standards in all Essential Domains of School Readiness, Birth to Age 5* include five domains:

- Social and Emotional Development
- Physical Well-being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge

Forms

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

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

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning, to incorporate the vast, diverse, and unique resources available through the Internet. The Board provides Education Technology so that students can acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District’s Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

This and its related administrative guidelines and the Student Code of Conduct govern students’ use of the District’s personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), network, and Internet connection and online educational services (“Education Technology” or “Ed-Tech”).

This policy and its related administrative guidelines and the Student Code of Conduct also govern students’ use of their personal communication devices (that is, according to Policy 5136, computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, and any other web-enabled device), when connected to the District’s network, the District’s Internet connection, and online educational services (“Education Technology” or “Ed-Tech”).

The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

First, and foremost, the Board may not be able to technologically limit access, through its Education Technology, to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity 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), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, which 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. 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 the Education Technology, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Superintendent or Chief Academic Officer may temporarily or permanently unblock access to websites or online educational services containing appropriate material, if access to such sites has been inappropriately 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 services and/or resources on the Internet 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 information and communications 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.

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", etc.), cyberbullying and other unlawful or inappropriate activities by students online, and
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while 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.

Building principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. All Internet users (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.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and 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 email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students and staff members are responsible for good behavior on the Board's computers/network and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally responsible and liable, both civilly and criminally, for uses of the Ed-Tech not authorized by this Board policy and its accompanying guidelines.

The Board designates the Superintendent and Chief Academic Officer as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the District's Education Technology.

(End of Policy 7540.03)

Multicultural/Inclusionary Education (Policy 2211)

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)

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 Coordinator or District Section 504/ADA Compliance Officers at: Dublin City Schools, 7030 Coffman Road, Dublin, OH 43017: phone (614) 764-5913.

Stephanie Armbruster, Coordinator of Human Resources, is the district's Civil Rights Coordinator.

The following individuals serve as the District Section 504/ADA Compliance Officers:

Chris Ondrus (elementary and secondary schools; ondrus_chris@dublinschools.net);

Jill Abraham (elementary schools; abraham_jill@dublinschools.net); and
Craig Heath (secondary schools; heath_craig@dublinschools.net).

Any complaint will be investigated and a response, in writing, will be given to the concerned person within 15 days. The Civil Rights Coordinator and District Section 504/ADA Compliance Officers 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.

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, and transportation. Support is also available through our school counselors, school nurses, social services, and alternative education opportunities. For more information about these services, please visit the Department of Academics and Student Learning web pages on the district web site at www.dublinschools.net.

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

Child Find is the process of locating, evaluating, and identifying children with disabilities who may be in need of special education and related services and/or may be entitled to protection from discrimination based on his/her disability. Parents, relatives, public and private agency employees, childcare providers, physicians, and concerned citizens are encouraged to help the school district find any child, age birth – 21, who may have a disability and is in need of special education and related services. If you suspect a child may have a disability, help is available. Contact the Dublin City Schools Department of Student Services at 7030 Coffman Road in Dublin, phone 614-764-5913, or visit www.dublinschools.net.

Response to Intervention

The Dublin City School District promotes the use of the Response to Intervention (RTI) process at the building level.

Within this process, classroom teachers are the first responders in providing instruction, intervention, and enrichment to all students. Grade level teams document their efforts to support individual students and student progress through an intentional and structured progress monitoring system that captures timely and relevant data.

In addition, teachers can access the Core Consultation Team for ongoing support within the RTI process. This team is comprised of staff with a wide spectrum of expertise, which may include: reading support staff, the gifted intervention specialist, the school psychologist, related service staff, ELL staff, the guidance counselor, etc. This team monitors the academic and behavioral interventions and enrichment practices that are aligned with student needs. The team ensures that interventions and enrichment are well-documented, implemented with fidelity, and that the intensity of support matches the student's need.

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, cognitive 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 impairment; or has been regarded as having such 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 Officers, 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 764-5913.

Bullying and Other Forms of Aggressive Behavior (AG 5517.01)

Definitions of Terms:

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

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

"Harassment, Intimidating, or Bullying" also means cyberbullying through electronically transmitted acts i.e., Internet, cell phone, personal digital assistance (PDA), or wireless hand-held device that a student has exhibited toward another particular student more than once and the behavior both:

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

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

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

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

"Electronic act" means an act committed through the use of a cellular telephone, computer, 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 behavior with the intent to harm others through the use of information and communication technologies and other web-based/on-line sites (also known as "cyber-bullying"), such as the following:
 - 1. posting slurs on web sites where students congregate or on web logs (personal on-line journals or diaries);
 - 2. sending abusive or threatening instant messages;
 - 3. using camera phones to take embarrassing photographs of students and posting them on-line/otherwise distributing them;
 - 4. using web sites to circulate gossip and rumors to other students; and,
 - 5. 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)

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 persons designated as the District Section 504 Compliance Officers/ADA Coordinators (District Compliance Officers) are listed below with their contact information.

Chris Ondrus, Director of Student Services
Jill Abraham, Director of Elementary Education
Craig Heath, Director of Secondary Education
Dublin City Schools
7030 Coffman Road
Dublin, OH 43017
Phone: 614-764-5913
Fax: 614-761-5856
Email: "last name_first name"@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 complain 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 Officers are available to assist individuals in filing a complaint or request.

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

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but not also disabled under the IDEIA:

In accordance with various Federal laws (including Section 504, the Americans with Disabilities Act of 1990, as amended ("ADA"), FERPA, and Title VII), the following procedural safeguards will be provided with respect to decisions or actions regarding the identification, evaluation, educational program or placement, or content of a Section 504 Plan of a student who is or may be disabled under Section 504, but not also disabled under the IDEIA:

- A. students with disabilities have the right to take part in, and receive benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities;

This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.

- E. parents have the right to have their child educated in facilities with, and receive services comparable to those provided to, students without disabilities;

- F. parents have the right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner;

If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.
- H. parents have the right to place their child in a private school or alternative educational program;

However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.
- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;
- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child;

If the District refuses to amend the record(s), the parents have the right to request a hearing and/or to attach to the record(s) a statement of why they disagree with the information it contains.
- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any point in the process by an attorney;

- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful on their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
 1. when evaluations are conducted;
 2. when consent for an evaluation is withheld;
 3. when eligibility is determined;
 4. when a Section 504 Plan is developed; and
 5. before there is significant change in the Section 504 Plan.

Due Process Hearing

- A. When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer (“IHO”) (i.e., by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal or professional interest that would conflict with his/her objectivity in the hearing).
- B. The District will maintain a list of trained IHO's that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from that list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) school days after the request for a due process hearing is received.
- C. A party to such a due process hearing shall have:
 1. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
 2. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
 3. the right to a written or electronic verbatim record of such hearing; and
 4. the right to written findings of fact and the reasons for the decision.
- D. The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days from the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).
- E. The IHO will give the parent and/or student written notice of the date, time and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice shall include:
 1. a statement of time, place and nature of the hearing;
 2. a statement of the legal authority and jurisdiction under which the hearing is being held;

3. a reference to the particular section of the statutes and rules involved;
 4. a statement of the availability of relevant records for examination;
 5. a short and plain statement of the matters asserted; and
 6. a statement of the right to be represented by counsel.
- F. The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney.
- G. The IHO shall make a full and complete record of the proceedings.
- H. The IHO shall render a decision in writing to the parties within thirty (30) calendar days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision.
- The notification shall include a statement that either party may appeal the decision.
- I. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging unlawful discrimination/retaliation, or participates as a witness in an investigation is prohibited. Specifically, the Board will not retaliate against, coerce, intimidate, threaten or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under those laws, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws.
(End of AG 2260.01b)

Homeless Students

Homeless students will be provided with a free and appropriate public education in the same manner as other students served by the District. Homeless students are eligible to receive transportation services, participate in education programs for students with disabilities or limited English proficiency, participate in gifted and talented programs, and receive meals under school nutrition programs. Homeless students will not be denied enrollment based on lack of proof of residency. For additional information, contact the liaison for Homeless Students at 760-4359.

Public Concerns/Complaints

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

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

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

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 "STUDENT & PARENT RESOURCES". Please contact the school of attendance if you have any questions.



Dublin City School District

Finances
6152 F3
Revised 5/4/15

Early Childhood Preschool Program Parent/Guardian Contract for Peer Students Only

Please read the following agreement very carefully before signing. This agreement is a parent/guardian guarantee to the Dublin City Schools that you will financially support the enrollment space for your child, and that you agree to the policies set forth herein.

Child's name

Date of birth

- 1) DEPOSIT – I, the parent/guardian of the above-named child, agree to pay a nonrefundable deposit of \$50 in order to reserve a space for my child in the program. This deposit will be applied toward the last month's tuition. A space will not be reserved until the \$50 deposit is paid.
- 2) PAYMENTS - I agree to pay by no later than the first day of each month, a tuition fee of \$140 per month for 4 days/week classes or \$170 per month for 5 days/week classes with no deductions or reductions in tuition for any absence(s) of my child for any reason whatsoever including, but not limited to, unexpected absences, planned absences, absences due to illness/health, absences due to emergencies, or holidays. I agree that the first and last month of tuition must be paid in advance (by the billing due date) or my child's space in class will be relinquished. I agree that my payments will be applied first to late fees, returned check fees, and past due tuition before being applied to current tuition. Any deductions for late fees, returned check fees, or past due tuition shall not be considered as a payment of tuition that is due the first day of each month. Payment of tuition as used in this Agreement means that the tuition payment is received by Dublin City Schools no later than the first day of each month at the Dublin City Schools District Administration Building by the end of the school district business day. I agree to pay a late fee of \$25.00 per month if my tuition is not paid by the first day of each month as required by this Agreement. I agree to pay a \$20.00 fee for any check that is returned for insufficient funds. I agree that my child may, at Dublin City School's sole discretion, be disenrolled immediately if tuition is not paid in full and received by Dublin City Schools no later than the tenth day of the month.
- 3) ABSENCES DUE TO REASONS OTHER THAN ILLNESS OR HEALTH - I agree to advise the school, at least five school days in advance, of any planned absence for a period of one week or more. I agree that the tuition remains due and payable for any days that the child does not attend. I agree that my child may be disenrolled, at the sole discretion of Dublin City Schools, for any absence (other than an absence due to illness or health) that is longer than fifteen consecutive school days. Re-enrollment will depend upon available space and will require the payment of an additional \$25 nonrefundable re-enrollment fee.
- 4) WITHDRAWAL - In case of withdrawal of my child from the school, I agree to give Dublin City Schools advance written notice at least two weeks prior to withdrawal. Tuition fees paid, less the \$50 deposit and any tuition or fees due, will be refunded if said notice is given. If this notice is not given, I agree to forfeit any refund of tuition fees paid.
- 5) I agree that prior to the date of admission, and annually thereafter, I must provide a health report from a licensed physician affirming that my child is in suitable condition for enrollment in the program. I agree that my child may be refused enrollment or disenrolled, at Dublin City School's sole discretion, if the health report is not provided.
- 6) I agree to provide transportation to and from school for my child.
- 7) I agree that, except in an emergency, my child will not be released to anyone other than parents/guardians without written permission from the parent/guardian, and that my child will not be released to an adult who appears to be under the influence of drugs or alcohol.
- 8) Dublin City Schools reserves the right to disenroll students at any time for any lawful reason if deemed necessary by Dublin City Schools, at Dublin City School's sole discretion.
- 9) This contract is subject to change by Dublin City Schools. Dublin City Schools reserves the right to change the terms of this agreement and/or establish additional policies, procedures, rules, regulations, or other requirements and will provide notice and copies of the changes or additions to the parent/guardian.
- 10) I agree to follow and abide by all policies, procedures, rules, regulations, or other requirements of the Dublin City Schools Early Childhood Preschool Program.

Parent/guardian signature

Date

Parent/guardian name (please print)

Phone number

Chris Ondrus, Director of Student Services, Dublin City Schools

Date

Acknowledgement Form

We ask that you read over the Dublin Schools 2018-2019 Early Childhood Student-Parent Handbook. If you have any questions, please feel free to call your child’s school. Please return the bottom half of the page when you have completed reading over the handbook.

Respectfully,

The Early Childhood Staff



Teacher’s Name: _____

I have read, understand and agree to abide by the rules and regulations of the Dublin City Schools as set forth in the 2018-2019 Dublin City Schools Early Childhood Program Parent Handbook.

Parent/Guardian Signature

Student Name (printed)

Date