

**Postsecondary Transition Program  
Student Handbook  
2018-19**



**For Students and Parents of  
Dublin City Schools  
Postsecondary Transition Program**



## Welcome to Postsecondary Education

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

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

Please review this handbook as it provides important information about the policies and procedures of Dublin City Schools, specifically as it applies to our postsecondary programs. We reserve the right to change policies and procedures. For a comprehensive statement of district policies and procedures we direct you to the 2018-2019 High School Handbook. All students are held accountable for the responsibilities and expectations outlined in the student handbook.

Visit [www.dublinschools.net/TransitionServices.aspx](http://www.dublinschools.net/TransitionServices.aspx) to view individual program web pages and links to various community events and resources. This will be an important website to stay connected with throughout the year. Additional resources include our postsecondary website at [www.dublinschools.net/postsecondary.aspx](http://www.dublinschools.net/postsecondary.aspx) and our various social media sites: @PostSecondDCS; @DublinWorks; and on Facebook at [www.facebook.com/DublinWorks](http://www.facebook.com/DublinWorks).

## Mission

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

## Values

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

## Goals

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

## Strategies/Services

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

## Postsecondary Team

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

## 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.

### Our Beliefs

#### We believe:

- all individuals can learn, and learning occurs in a variety of ways.
- a safe, positive and challenging learning environment enhances the emotional, social, physical and intellectual development of all students.
- a dedicated and compassionate staff delivers a powerful and technologically enhanced curriculum designed to prepare each student for the future.
- personal character can be developed through modeling, risk-taking and maintaining high expectations and accountability.
- a school united in spirit provides an interactive atmosphere in which each individual can experience pride.
- a strong, cooperative and supportive relationship with the community promotes the development of productive members of society.
- unique and meaningful educational experiences demonstrate the value of knowledge and encourage students to become self-directed, lifelong learners who can achieve personal goals.
- celebrating success fosters a positive self-image, which enhances learning.

### Board of Education

Mr. Scott Melody (President)	614-763-1959
Ms. Lynn May (Vice President)	614-209-0078
Mr. Stu Harris	614-659-0905
Mr. Chris Valentine	614-370-6147
Mr. Rick Weininger	614-467-9767

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

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

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

## **Equal Educational Opportunity**

The Board of Education declares it to be the policy of this district to provide an equal opportunity for all students, regardless of race, color, disability, age, religion, sex, ancestry, national origin, place of residence within the boundaries of the district, or social or economic background, to learn through the curriculum offered in this district. Any complaint regarding this nondiscrimination policy should be referred to the school district's Compliance Officer at: Dublin City Schools, 7030 Coffman Road, Dublin, Ohio 43017, 764-5913.

## **Student Support Services**

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

For more information about these services, please visit the Department of Academics and Student Learning web page on the district website at [www.dublinschools.net](http://www.dublinschools.net).

## **Communication and Problem-Solving Procedure**

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

We believe that most questions and concerns can be handled first by contacting program instructors: Ms. Katie Sochor ([sochor\\_katie@dublinschools.net](mailto:sochor_katie@dublinschools.net)), Mr. Josh Graham ([graham\\_josh@dublinschools.net](mailto:graham_josh@dublinschools.net)), and/or Ms. Becky Haselberger ([haselberger\\_becky@dublinschools.net](mailto:haselberger_becky@dublinschools.net)). In the event that program instructors cannot answer your questions or concerns you may contact Mr. Mark Eatherton ([eatherton\\_mark@dublinschools.net](mailto:eatherton_mark@dublinschools.net)).

## **Individuals with Disabilities Education (IDEA 2004) and Postsecondary Programs**

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

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

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

## **Individualized Education Program (IEP)**

Each IEP must include appropriate measurable postsecondary goals that are based upon age-appropriate transition assessments and related to training, education, employment, and independent living skills. Transition services are needed to reach these goals. Transition services are coordinated by IEP team members to assist families and students in developing a transition plan that will move students toward their postsecondary education, employment and independent living/community integration goals.

## **Transition Process**

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

- What are the student's long term goals related to postsecondary education and training, employment & independent living?
- What additional instruction is necessary from school services to prepare for long-term goals?

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

## **IEP and Assessment**

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

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

## **IEP, Goals, and Summary of Performance**

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

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

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

## **Student Rights and Responsibilities**

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

## **Respect for the Rights of Others**

Every right you have has an obligation attached to it. Your rights must be balanced against the rights of others and their rights must be balanced against yours. The purpose of the school and the requirements of the educational process must be weighed in deciding who has a right to do what and what behavior needs to be modified. That is why our society has laws and why a school has rules. However, if you are one of those students who wants to take full advantage of your rights and opportunities at this school, while at the same time respecting the rights of others, we will support and help you.

## **Attendance Policy Philosophy**

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

Attendance and promptness is the responsibility of each student and his/her parents or guardian. Attending Dublin's Postsecondary Transition Program and being on time allows students to benefit from the school's program in addition

to developing habits of punctuality, self-discipline, and meeting responsibilities. Students must attend programming regularly if they are to derive benefits from such educationally sound activities as the following:

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

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

## **Attendance**

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

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

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

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

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

Habitually Truant: A student who is absent  
30 or more consecutive hours without a legitimate excuse  
42 or more hours in one month without a legitimate excuse  
72 or more hours in one year without a legitimate excuse

Excessively Absent: A student who is absent WITH OR WITHOUT A LEGITIMATE EXCUSE  
38 or more hours in one school month  
65 or more hours in one school year

### Extended Vacations/Extended Student Absence During the School Year

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

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

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

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

A comprehensive explanation of the district's Attendance Policy Philosophy can be found in the 2018-19 High School Handbook.

## **Postsecondary Professional Development/Planning Days**

In order to provide time for program planning and staff professional development, the Dublin Postsecondary Transition Program will not be in session on selected dates for the 2018-2019 school year. Once identified, these program planning and staff development dates will be provided to families at the start of the school year.

## **Dress for Success**

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

## **Student Health**

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

At the beginning of each school year, 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 parent/guardian cannot be reached. The form can be accessed 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, school sponsored athletics, 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.** Contact the school of attendance health clinic with questions.

**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 care for students who are feeling ill or have an injury that requires attention. If it is not an emergency situation, students should ask their teacher to go to the clinic so the teacher will know the location of the student. High school and middle school students will be required to secure

a hall pass from their teacher to come go to the clinic unless it is an emergency.

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

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. Dismissal procedure of ill or injured students varies by the grade level as follows:

#### ELEMENTARY AND MIDDLE SCHOOL STUDENTS

Elementary and Middle School students may be released only to a parent whose signature is on file in the school office or to a properly-identified person authorized in writing (Emergency Medical Authorization Form) by the parent to act on their behalf.

#### HIGH SCHOOL STUDENTS

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

Students returning to school on crutches or in a wheelchair should be seen in the clinic before going to class to obtain a buddy pass. for a friend to help them in the halls and with their books.

### **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 medication.

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

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

To ensure appropriate management of suspected illnesses, staff will adhere to the Ohio Department of Health “communicable disease chart”. For more information on communicable diseases and the guidelines for treatment and exclusion from school, please see visit the [Ohio Department of Health’s](#) website. Communicable Disease Guidelines

### **Medication Procedures**

If a child requires medications at school, a parent/guardian is responsible for providing the school with the medication

as well as the appropriate medication request form. District forms for all medication authorizations are available on the district's web site ([www.dublinschools.net/MedicalHealthForms.aspx](http://www.dublinschools.net/MedicalHealthForms.aspx)) or in the clinic. Parents/guardians of students who participate in school-based District-sponsored, after school, extracurricular activities are also required to provide a separate Glucagon kit, epinephrine autoinjector, or other emergency medication to the coach or supervising staff member.

### Use of Medications (Policy 5330)

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

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

Except as set forth in Policy 5330.02 (Procurement and Use of Pei-Pens) and Policy 5330.04 (Procurement and Use of Naloxone), before any medication (i.e., a drug) or treatment may be administered to any student during school hours, the Board shall require a written statement from a licensed health professional authorized to prescribe drugs ("prescriber") accompanied by the written authorization of the parent (see Form 5330 F1, Request for Administration of Prescription and Nonprescription Medication by School Personnel Administrative Guideline 5330-Use of Medications). These documents authorization forms shall be kept on file in the school clinic and made available to the persons designated by this policy as authorized to administer medication or treatment. A copy of the parent's written request and authorization and the prescriber's written statement must be given, by the next school day following the District's receipt of the documents, to the person authorized to administer drugs to the student for whom the authorization and statement have been received. No student is allowed to provide or sell any type of prescription or over-the-counter medication to another student. Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct/Discipline Code.

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

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

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

Additionally, students may administer medication or treatment to themselves, if authorized in writing by their parents and a licensed health professional authorized to prescribe drugs only in the presence of a designated school employee with the exception of students authorized to attend to their diabetes care and management pursuant to Policy 5336. Students authorized to attend to their diabetes care and management pursuant to Policy 5336 may self administer Insulin via injection or pump at any time without employee supervision.

However, students shall be permitted to carry and use, as necessary, an asthma inhaler, provided the student has prior written permission from his/her parent and physician and has submitted Form 5330 F2, Request for Student to Carry and Administer Own Prescription Medication by Inhaler, to the principal and any school nurse assigned to the building.

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

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

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

Provided staff have completed the requisite training, the following staff are authorized to administer medication and treatment to students:

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

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

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

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

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

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

(End of Policy 5330)

## **2018-2019 IMMUNIZATION REQUIREMENTS**

Ohio Law requires each student to demonstrate compliance of immunizations requirements via medical documentation. **Please provide a record to the clinic by the 14<sup>th</sup> day from the first day of attendance. If no immunization record was provided when the student registered, a record must be submitted to the school showing compliance by the 14<sup>th</sup> day of school to avoid exclusion as required by Ohio Law (ORC 3313.671).**

\*NOTE: 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, route of vaccine administration, manufacturer's brand of vaccine, and the child's disease and health history. The school nurse or clinic aide will contact you if additional vaccines are required.

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

VACCINES	2018-2019 IMMUNIZATIONS FOR SCHOOL ATTENDANCE
<p align="center"><b>DTaP/DT/Td/Tdap</b> Diphtheria, Tetanus, Pertussis</p>	<p><b><u>Kindergarten</u></b> Four (4) or more doses of DTaP or DT, or any combination. If all four doses were given before the 4<sup>th</sup> birthday, a fifth (5) dose is required. If the fourth dose was administered at least six months after the third dose, and on or after the 4<sup>th</sup> birthday, a fifth (5) dose is not required.</p> <p><b><u>Grades 1-12</u></b> Four (4) or more doses of DTaP or DT, or any combination. Three doses of Td or a combination of Td and Tdap is the minimum acceptable for children age seven (7) and up.</p> <p><b><u>Grades 7-12</u></b> One (1) dose of Tdap vaccine must be administered prior to entry.</p>
<p align="center"><b>POLIO</b></p>	<p><b><u>K-78</u></b> Three (3) or more doses of IPV. The FINAL dose must be administered on or after the 4<sup>th</sup> birthday regardless of the number of previous doses. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p> <p><b><u>Grades 8-12 9-12</u></b> Three (3) or more doses of IPV or OPV. If the third dose of either series was received prior to the fourth birthday, a fourth (4) dose is required. If a combination of OPV and IPV was received, four (4) doses of either vaccine are required.</p>
<p align="center"><b>MMR</b> Measles, Mumps, Rubella</p>	<p><b><u>K-12</u></b> Two (2) doses of MMR. Dose 1 must be administered on or after the first birthday. The second dose must be administered at least 28 days after dose 1.</p>
<p align="center"><b>HEP B</b> Hepatitis B</p>	<p><b><u>K-12</u></b> Three (3) doses of Hepatitis B. The second dose must be administered at least 28 days after the first dose. The third dose must be given at least 16 weeks after the first dose and at least 8 weeks after the second dose. The last dose in the series (third or fourth dose) must not be administered before age 24 weeks.</p>
<p align="center"><b>Varicella</b> Chickenpox</p>	<p><b><u>K-78</u></b> Two (2) doses of varicella vaccine must be administered prior to entry. Dose 1 must be administered on or after the first birthday. The second dose should be administered at least three (3) months after dose one (1); however, if the second dose is administered at least 28 days after first dose, it is considered valid.</p> <p><b><u>Grades 8-119-12</u></b> One (1) dose of varicella vaccine must be administered on or after the first birthday.</p>
<p align="center"><b>MCV4</b> Meningococcal</p>	<p><b><u>Grades 7-89</u></b> One (1) dose of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.</p> <p><b><u>Grade 12</u></b> Two (2) doses of meningococcal (serogroup A, C, W, and Y) vaccine must be administered prior to entry.</p>

### **Tuberculosis (TB) Requirements**

All new students to the district who have spent more than 30 consecutive days in a TB endemic region within the past five years or who were born in a TB endemic region must also present evidence of a *negative* Tuberculin (TB) test before they can attend school. The TB test must have been completed within the past 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 bloodborne pathogens in the school environment and/or during their participation in school-related activities. The staff is taught to assume that all body fluids are potentially infectious and to follow 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 minimize, eliminate or reduce the risk of student and staff exposure to bloodborne pathogens. A bloodborne pathogen is a pathogenic microorganism that is present in human blood and can cause disease in humans. These microorganisms include, but are not limited to, Hepatitis B and C Viruses (HBV and HBC) 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 students or a staff members have has been exposed to their blood. Any testing is subject to laws protecting confidentiality.

### **Student Code of Conduct, Expectations, and Procedures**

Postsecondary students are held accountable for the responsibilities and expectations outlined in detail in the 2018-2019 High School Handbook. Particular attention should be paid to the following sections as listed in the high school handbook table of contents.

- Bullying and Other Forms of Aggressive Behavior Policy
- Bus Rules
- Co-Curricular Activity Code
- Conduct at Extracurricular Activities
- District Calendar
- Dress Code
- Driving to School
- Electronic Devices/Cell Phones
- Enforcement of Code of Conduct
- Graduation Requirements
- Harassment Regulations
- Health Care
- School Closing
- Search and Seizure
- Student Code of Conduct
- Student Education Technology Acceptable Use and Safety Policy
- Student Responsibilities
- Substance Abuse Policy
- Tolles Technical Center
- Weapons in Schools

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

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

### **Forms**

Many forms routinely completed by parents prior to the start of school, especially medication forms for school and emergency medical authorization information are on the district website ([www.dublinschools.net](http://www.dublinschools.net)) under "STUDENT & PARENT RESOURCES." Emergency medical authorization and other district forms can be completed online. Please contact your student's school of attendance if you have any questions.

**Weather/Closing Procedures**

Our Postsecondary Transition Program follows the Dublin City Schools calendar for holidays and staff professional development/work days. In the event of inclement weather, programs adhere to delays and/or closings.

**Program Fee**

Participation in the Postsecondary Transition Program requires a \$100 program fee. This fee is waived for families that apply and qualify for free and reduced lunch for the current school year. Applications for free/reduced lunch status can be accessed through the district website ([www.dublinschools.net](http://www.dublinschools.net)) under “STUDENT & PARENT RESOURCES.”