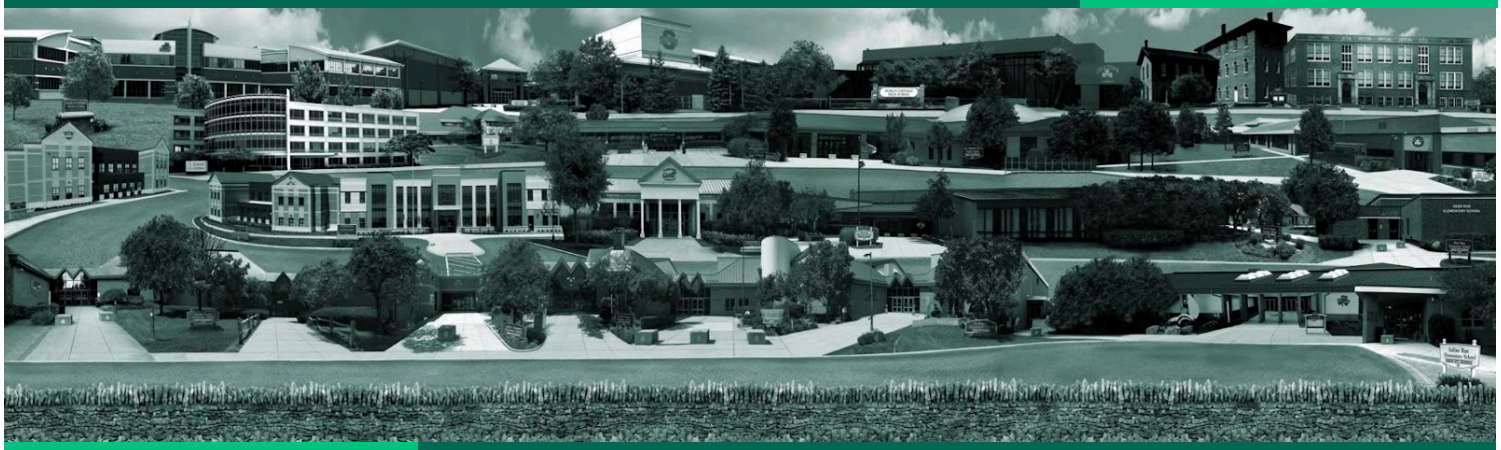

DUBLIN
CITY SCHOOLS

# Preschool Family Handbook 2025-2026

# Table of Contents

# Welcome!

Dear Students:

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

## Mission

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

## Vision

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

## Culture Playbook

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

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

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

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

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

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

## Board of Education

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

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

## Administrative Team – Executive Cabinet and Directors

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

**Administrative Building**
5175 Emerald Parkway
Dublin, Ohio
Ph: (614) 764-5913
Fax: (614) 761-5899

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

# Preschool

7030 Coffman Rd.
Dublin, OH 43017
(614 761-5880
Principal:  Mrs. Vanessa Ohlinger

## Preschool Assessment Team

Trisha Soungpradith, Psychologist
Jamie Herre, Psychologist
Kara Wasylczuk, Speech and Language Pathologist
Alex Gallagher, Speech and Language Pathologist
MaryAnne Brown, Preschool Intervention Specialist, Itinerant Services, BCBA
Leeanne Neumeier, Preschool Intervention Specialist, Itinerant Services
Andrea Rosendaul, Preschool Intervention Specialist, Itinerant Services

## Preschool Intervention Specialists

Chris Ball
Kendall Colvin
Marla Hester
Makenzie Karl
Jennie Merna
Wendy Partin
Anna Segner
Emily Sercu
Sarah Silverman
Kathryn Solaiman
Kendra Tilton
Keri Chellini
Rose Yoder
Christine Russell

Board Approved: April 24, 2023
Revised 5/12/25

DUBLIN CITY SCHOOLS

# 2025-2026 School Year

**August 2025**

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

9

14-15 Work/PD days for staff
18 Work/PD days for staff
19 First day for K-12 students
19-20 Kindergarten phase-in days
27 First Day for Preschool

**September 2025**

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

21

1 No School, Labor Day

**October 2025**

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

21

16 End of the 1st nine weeks
17 No School, Flex Work Day / Professional Development Day
20 No School, Teacher Conference Comp Day

**November 2025**

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

17

4 No School / Work Day / Waiver Day
14 End of the 1st Trimester (MS)
26-28 No School, Thanksgiving Break

**December 2025**

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

15

19 End of the 1st semester
22-31 No School, Winter Break

**January 2026**

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

18

1-2 No School, Winter Break
5 No School, Work Day
19 No School, MLK Day

**February 2026**

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

18

13 No School, Professional Development Day
16 No School, Presidents' Day
27 End of the 2nd Trimester (MS)

**March 2026**

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

20

13 End of the 3rd nine weeks
30-31 No School, Spring Break

**April 2026**

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

18

1-3 No School, Spring Break
24 No School, Teacher Conference Comp Day

**May 2026**

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

20

22 Last day for Seniors
24 Graduation
25 No School, Memorial Day
28 Last day for preschool
29 Last day for students (grades K-11, A.M. only)
29 End of the 2nd semester
29 End of the 3rd Trimester (MS)
29 Last day for staff

**June 2026**

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

**Notes:**

1st Quarter 41 days
2nd Quarter 42 days (including Nov 4 Waiver day)
3rd Quarter 46 days
4th Quarter 49 days

1st Trimester 61 days
2nd Trimester 58 days
3rd Trimester 58 days

# DCS Preschool Peer Program

The Dublin City School District offers an outstanding Preschool 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 Preschool program, an application must be submitted. Peer applications are available on the Dublin City Schools website, Peer Program page.

## Criteria

- Must reside within Dublin City School District
- Child should be approximately 3.5 years of age by July 1st
- 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
- Must have Preschool Program Parent/Guardian Contract for Peer Students Only on file (Form 6152 F3)

## 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 and considered late after the 15th of each month. A late fee will be assessed if the tuition payment is not received by the 15th of each month. 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 (*Form 6152 F3 Preschool Program Parent/Guardian Contract for Peer Students Only*) and pay the first and last month's tuition prior to the start of school.

All tuition accounts must be kept current. After the fifteenth day of each month, students will not be admitted to the preschool 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 are to be sent to:**
Attn: Heather Krumpak
Dublin City Schools
7030 Coffman Rd
Dublin, OH 43017

There is an online payment option through PaySchools Central. Checks should be made payable to Dublin City Schools.

For assistance or information contact: Heather Krumpak, krumpak_heather@dublinschools.net, or (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 Preschool 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.

# Student/Parent Rights

## Student Rights and Responsibilities

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

## Equal Education Opportunity

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

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

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

## Annual Notifications to Parents on the DCS Website

Dublin City Schools provides all annual notifications required by state and federal law—covering topics such as student privacy, technology use, non-discrimination, parental rights, and facilities management—on our website. These notices can be accessed on our website page, Required Notices.

## Notification to Parents Regarding Student Records / FERPA

**(See related Policy 8330 and Admistrative Guideline 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 Record ?Compliance Officer (RCO). The RCO is responsible for the supervision of student records in the school and his/her office is located at 5175 Emerald Parkway., Dublin, OH or s/he can be reached by calling 614-760-4320.

Each student's records will be kept in a confidential file located at the student's school office. The information in a student's record file will be available for review only by the parents or legal guardian of a student, an adult student and those authorized by State and Federal law and Board policy/guidelines. State and Federal law permits access by school officials who have a legitimate educational purpose. School officials for purpose of the Board's policy include a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, insurance carrier, medical consultant, or supplemental education service provider); a contractor, consultant, volunteer or other party to whom the Board had outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers). An individual will have a "legitimate educational purpose" if the record is necessary in order for the school official/employee to perform an

administrative, supervisory, or instructional task, or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) be utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

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

A. to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 34 C.F.R. 99.34.

B. to authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U. S. Secretary of Education, or State and local educational authorities, such as the Ohio Department of Education and Workforce. 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 Administrative Guideline 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 Administrative Guideline 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; school attended; 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 (see related Policy 8330) from the date of this notification that s/he will not permit distribution of any or all such information. Families can also opt-out any time by emailing info@dublinschools.net.

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"):

- political affiliations or beliefs of the student or the student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other with whom respondents have close family relationship;
- legally recognized privileged relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or the student's parent, and/or;
- 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 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 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 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.

## Homeless Students

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

## Multicultural/Inclusionary Education (Policy 2211)

**[Please check the website for any possible revisions to this policy made during the school year.]**

Throughout the history of our nation, the concept of people of many and varied cultures and backgrounds living and working together to build a better America has been a symbol of pride and hope. The pluralism of cultures has been an essential ingredient in the development of our society and is reflected in the public schools. Historically, the

school curriculum reflected most strongly the culture of the majority. However, to help students understand themselves and others, to appreciate and value strengths, weaknesses, likenesses, and differences in all people, the school curriculum and all instructional materials should reflect an inclusionary perspective.

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

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

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

- Multicultural/Inclusionary Education is of vital importance to the process of:
    - The personal development of all students and staff;
    - The achievement of harmony within our community;
    - The stability and success of our nation.

- Infusion of specific content throughout the Dublin City Schools' curriculum will promote acceptance, understanding, cooperation, and appreciation of diverse groups of people. It challenges and rejects all forms of illegal discrimination in schools and society and accepts and affirms the pluralism (ethnic, racial, linguistic, religious, economic, and gender) that students, their communities, and teachers represent.

- Administrators, teachers, and other support staff should receive professional development training, which will enable them to foster understanding, acceptance, and positive relations among people of different backgrounds.

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

Adopted 7/8/96
(End of Policy 2211)

## Protections of Individual Beliefs, Affiliations, Ideals, or Principles of Political Movements and Ideology

**(See related Policy 2265)**

The Board of Education is committed to a school environment that supports the free exchange of ideas and allows employees and students to maintain their own beliefs, affiliations, ideals, political opinions, and ideology without fear of repercussion. To that end, the Board shall not solicit or require current or prospective students to affirmatively ascribe to specific beliefs, affiliations, ideals, or principles concerning political movements or ideology, nor will the District use any statements of commitment to specific beliefs, affiliations, ideals, or principles concerning political movements or ideology to evaluate students' academic performance.

## Public Concerns/Complaints

It is the desire of the Dublin City Schools Board of Education to rectify any misunderstandings between the public and the preschool 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 website, 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 Schools Preschool 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.

# School Operations

## 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, religious expression days, or professional appointments.

When a student is absent from school, the parent/guardian must notify the school on the day of the absence. The preferred method of contact is the Campus Parent App or the parent portal in Infinite Campus. The second preferred method of contact is email @ pre_attendance@dublinschools.net. If the parent/guardian does not contact the school, the school will make every reasonable attempt to contact the parent/guardian. 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. Parents need to have a plan in place for their children.

## 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.

### 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:** The DCS Preschool 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 to 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.

## Parent Notification System

Our district utilizes a broadcast messaging and notification system to communicate with families. There are three channels within the system: phone call, email, and text message. Parents can update their contact information through the Infinite Campus portal on the district website.

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

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

Others Ways to Find Emergency Updates:

Follow Dublin Police on Twitter: @DublinPolice

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

Visit these websites:

DublinOhioUSA.gov

YourDublinPolice.org

DublinSchools.net

## School Closing

If the school is closed because of poor weather conditions or an emergency, the closing will be announced over local radio and television stations and posted on the district's website, www.dublinschools.net. If possible, the announcement will be made on the 11:00 PM news the night before and at 6:30 AM on the day of school. Do not call school employees, the preschool, 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.

## 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, Families/Forms. Please contact the school of attendance if you have any questions.

## 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 secretary in the 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 preschool 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.

# 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 and Workforce, 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 Preschool webpage or through the Ohio Department of Education and Workforce, 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

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

**[Please check the website for any possible revisions to this policy made during the school year.]**

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

The Board regulates the use of District Information & Technology Resources in a manner consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student

Code of Conduct govern students' use of District Information & Technology Resources and students' personal communication devices (PCDs) when they are connected to District Information & Technology Resources, including apps/services, regardless of whether such use takes place on or off school property (see Policy 5136).

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

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

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

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

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

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

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

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

A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;

B. the dangers inherent with the online disclosure of personally identifiable information;

C. the consequences of unauthorized access (e.g., 'hacking', 'harvesting', 'digital piracy', 'data mining',etc.), cyberbullying, and other unlawful or inappropriate activities by students online; and

D. unauthorized disclosure, use, and dissemination of personally-identifiable information (PII) regarding minors.

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

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions or use of specific monitoring tools to review browser history and network, server, and computer logs. The District will provide parents with appropriate notice – to the extent required by State law – when such monitoring takes place.

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

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

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

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

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

**Use of Artificial Intelligence Tools For School Work**

To ensure the integrity of the educational process and to promote fair and equal opportunities for all students, except as outlined below, the use of Artificial Intelligence (AI) tools is strictly prohibited for the completion of school work. The use of AI tools, without the express permission/consent of a teacher, undermines the learning and problem-solving skills that are essential to academic success and that the staff is tasked to develop in each student. Students are encouraged to develop their own knowledge, skills, and understanding of course material rather than relying solely on AI tools and they should ask their teachers when they have questions and/or need assistance. Unauthorized use of AI tools is considered a form of plagiarism, and any student found using these tools without permission or in a prohibited manner will be disciplined in accordance with the Student Code of Conduct (see Policy 7540.09 - Artificial Intelligence (AI)).

Notwithstanding the preceding, students can use AI tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI tools in an ethical and responsible manner.

Teachers have the discretion to authorize students to use AI tools for the following uses:

A. Research assistance: AI tools can be used to help students quickly and efficiently identify background information, including locating relevant information and sources for their school projects and assignments, suggesting research questions, providing opposing viewpoints, identifying blind spots, and suggesting other perspectives.

B. Data Analysis: AI tools can be used to help students with pattern identification and to analyze, understand, and interpret large amounts of data, such as text documents or social media posts. This can be particularly useful for research projects or data analysis assignments – e.g., scientific experiments and marketing research.

C. Language translation: AI tools can be used to translate texts or documents into different languages, which can be helpful for students who are learning a new language or for students who are studying texts written in a different language. AI tools can also remove abstract language from a text, adjust text complexity, and provide background information about a culture to help a student understand texts.

D. Writing assistance: AI tools can provide feedback on a student's writing, including grammar and spelling corrections, as well as suggest alternative word choices and sentence structure, to help students improve their writing skills. Similarly, AI tools can offer suggestions to modify tone and voice, organize a student's thinking, identify bias, suggest additional topics, and ask questions to expand the student's thinking on a topic.

E. Accessibility: AI tools can be used to help students with disabilities access and understand written materials. For example, text-to-speech software can help students with specific learning disabilities or visual impairments to read texts and AI-powered translation tools can help students with hearing impairments understand spoken language (e.g., create transcripts or provide closed-captioning for spoken material).

When AI tools are used responsibly and effectively, they can supplement, not replace, traditional learning methods. If a student has any questions about whether they are permitted to use AI tools for a specific class assignment, they should ask their teacher.

In accordance with their teacher's direction, students are required to cite/identify work generated/created with the use of AI tools and explain/demonstrate how the AI tools were used in the creation of the work.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District Information & Technology Resources that are not authorized by this policy and its accompanying guidelines.
The Board designates the Superintendent and Deputy Superintendent as the administrator(s) responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District Information & Technology Resources.

Revised 1/13/25
(End of Policy 7540.03)

# Assessments

The Ohio Department of Education and Workforce requires that several assessments are administered for students in all publicly funded preschool 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 and Workforce.

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.

- Acquisition and use of knowledge and skills (including early language/communication and early literacy).
- Positive social-emotional skills (including social relationships).
- 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.

# 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 DEW 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 preschool 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.

# Student Services

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

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

For more information about these services, please visit the Department of Academics and Student Learning web pages, Teaching and Learning and Student Services.

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

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

## Multi-Tiered Systems of Support

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

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

The foundation of our MTSS framework includes 5 core components:

1. Extensive Assessment System

2. Data Based Decision Making

3. Team Driven Leadership

4. Tiered System of Support

5. Family, School and Community Partnerships

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

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

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

## Individuals with Disabilities Education Improvement Act and Section 504/ADA

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

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

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

Title II of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act (Section 504) provide that no individual will be discriminated against on the basis of a disability. An individual with a disability means a person who has a physical or mental impairment that substantially limits one or more major life activities; or has a record of such 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 Officer, the Board has also assigned building principals to serve as Building Section 504/ADA Compliance Officers. They are responsible for arranging annual reviews and three-year eligibility meetings, and for investigating at the first step any student or parent complaints of an alleged violation, misapplication or misinterpretation of Section 504/ADA.

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

## Bullying and Other Forms of Aggressive Behavior (Administrative Guideline 5517.01)

**[Please check the website for any possible revisions to this administrative guideline made during the school year.]**

### Definitions of Terms:

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

A. causes mental or physical harm to the other students; and

B. is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other student.

"Harassment, Intimidating, or Bullying" also means cyberbullying through electronically transmitted acts i.e., Internet, cell phone, personal digital assistants (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 enviornment for the other student.

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

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

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

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

### Types of Conduct

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

A. physical violence and/or attacks;
B. threats, taunts, and intimidation through words and/or gestures;
C. extortion, damage, or stealing of money and/or possessions
D. exclusion from the peer group or spreading rumors;
E. repetitive and hostile with the intent to harm others through the use of information and communication technologies and other web-based/on-line sites (also known as “cyber-bullying”), such as following:
    i. posting slurs on websites where students congregate or on web logs (personal on-line journals or diaries)
    ii. sending abusive or threatening instant messages;
    iii. using camera phones to take embarrassing photographs of students and posting them on-line/or otherwise distributing them;
    iv. using websites to circulate gossip and rumores to other students; and,

v. excluding others from an on-line group by falsely reporting them for inappropriate language to Internet Service Providers

F. violence within a dating relationship

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

## Complaint Procedures

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

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

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

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

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

Step I Any complaints, allegations, or rumors of aggressive behavior and/or bullying shall be presented to the building principal or assistant principal or the Superintendent. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator or Board of Education official. Complaints against the building principal shall be filed with the Superintendent. Complaints against the Superintendent shall be filed with the Board President. Information may be initially presented anonymously. All such information will be reduced to writing and should include the specific nature of the offense (e.g., the person(s) involved, number of times and places of the alleged conduct, the target of the suspected aggressive behavior and/or bullying, and the names of any potential witnesses). If the person filing the formal complaint is an adult, s/he must sign the charge affirming its veracity. If the person filing the formal complaint is a minor, s/he may either sign the charge or affirm its veracity before two (2) administrators.

Step II The administrator/Board official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The administrator/Board official will arrange such meetings as may be necessary with all concerned parties within five (5) work days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The administrator/Board official conducting the investigation shall notify the complainant and parents as appropriate when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

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

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

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

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

## Publication of the Prohibition Against Harassment, Intimidation, and Bullying

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

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

A. **Causing mental or physical harm to the other students including placing an individual in reasonable fear of physical harm and/or damaging of students' personal property; and,**

B. **Is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for the other students.**

## Retaliation/False Charges

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

## Remedial Actions

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

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

## Non-Disciplinary Interventions

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

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

## Disciplinary Interventions

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

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

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

## Reporting Obligations

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

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

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

## Intervention Strategies

In addition to the prompt investigation of complaints of harassment, intimidation, or bullying and direct intervention when such prohibited acts are verified, other District actions may ameliorate any potential problem with harassment, intimidation or bullying in school or at school-sponsored activities. While no specific action is required and school

needs for such interventions may vary from time-to-time, the following list of potential intervention strategies shall serve as a resource for administrators and school personnel:

A. Respectful responses to harassment, intimidation or bullying concerns raised by students, parents, or school personnel.
B. Planned professional development programs addressing targeted individuals' problem, including what is safe and acceptable Internet use.
C. Data collection to document victim problems to determine the nature and scope of the problem.
D. Use of peers to help ameliorate the plight of victims and include them in group activities.
E. Avoidance of sex-role stereotyping (e.g., males need to be strong and tough).
F. Awareness and involvement on the part of all school personnel and parents with regard to victim problems.
G. An attitude that promotes communication, friendship, assertiveness skills and character education.
H. Modeling by school personnel of positive, respectful, and supportive behavior toward students.
I. Creating a school atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others (Ohio School Climate Guidelines).
J. Employing classroom strategies that instruct students how to work together in a collaborative and supportive atmosphere.
K. Form harassment, intimidation, and bullying task forces, programs, and other initiatives involving volunteers, parents, law enforcement, and community members.

## Intervention Strategies for Protecting Victims

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

## Training

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

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

School personnel members are encouraged to address the issue of harassment, intimidation, and bullying in other interaction with students. School personnel may find opportunities to educate students about bullying and help

eliminate bullying behavior through class discussions, counseling, and reinforcement of socially appropriate behavior. School personnel should intervene promptly whenever they observe student conduct that has the purpose or effect of ridiculing, humiliating, or intimidating another student, even if such conduct does not meet the formal definition of "harassment, intimidation, or bullying."

**Police and Child Protective Services**

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

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

Revised 11/13/14
(End of Administrative Guideline 5517.01)

# Student Health

## Wellness

Dublin City 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 Preschool 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.

## Peanut-Free

**The DCS Preschool Program is considered "Peanut Free". Due to rising concerns of peanut allergies among young children, each preschool 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. The school provides all paper products. We ask that you keep common food allergies in mind and select well-balanced, nutritious foods for your child. If your child requires a special diet, we ask that you provide the daily snack along with one or both of the medication forms. If the item is prescribed, *Form 5330 F1 Request for Administration of Prescription Medication by School Personnel* must be completed and signed by the prescriber and parent/guardian. *Form 5330 F1a Request for Administration of Nonprescription Medication by School Personnel* must be completed for nonprescription items and signed by the parent/guardian. These forms are available on the district'ts website or in the building clinic. Please talk with your child's teacher or school nurse if you have questions.

## Screenings

Each year, all preschool 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 these screening results.

## Clinic Information

A student health clinic is located in the preschool building. A full-time clinic aide, in consultation with a school nurse who covers multiple buildings, staffs the clinic. When the clinic aide, school nurse, or a substitute is not available in the clinic, the building office staff will assist with student care.

Clinic staff offers basic first aid, emergency care, medication administration, and vision and hearing screenings. Routine vision and 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, a parent/guardian is required by law (ORC 3313.712) to complete an Emergency Medical Authorization Form for each student. This form is to enable parent/guardian to authorize the provision of emergency treatment for children who become ill or injured while under school authority, when a parent/guardian cannot be reached. 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 using the parent portal in Infinite Campus. Throughout the school year, remember to update your student's emergency contacts using Infinite Campus. If there are any changes to your child's health information, including newly diagnosed medical conditions, please contact the school clinic. Students will be excluded from participating in field trips until this requirement has been met. **Please note: If a student becomes ill or is injured during normal school hours, they will only be released to individuals listed as an emergency contact.** Contact the school health clinic with questions.

**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 electronic health record (Infinite Campus). This is especially important if a child has life-threatening allergies, seizures, diabetes, asthma, or other medical 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 when appropriate. This plan will be shared with school staff that work with or supervise the student.

## Injury and Illness Procedures

The clinic is open during the school day and staff is available to 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 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 preschool 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 signs or symptoms associated with a communicable disease, will be excluded until they are symptom-free for 24 hours without the assistance of medication. State and local health guidelines may be subject to frequent change as determined by health officials.

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

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

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 (three (3) or more abnormally loose stools, 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;
- Redness of the eye or eyelid, thick and purulent (pus) eye discharge, matted eyelashes, burning, itching or eye pain;
- Temperature of one hundred degrees Fahrenheit when in combination with other signs of illness;
- Untreated infected skin patch(es) or rash(es);
- Unusually dark urine and/or grey or white stool;
- Stiff neck with an elevated temperature;
- Evidence of untreatyed lice, scabies, or other parasitic infestation;
- 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 Preschool 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/guardian, or person designated by the parent/guardian, as soon as practical.

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

According to Ohio Law (OAC 3301-37-07) if an preschool student requires any type of prescription or nonprescription medications, food supplements, or a modified diet at school, a parent/guardian is responsible for providing the school with the prescription or nonprescription (over-the-counter) medication or food supplement. For prescription medication and food supplements, a licensed prescriber and the parent/guardian must complete *Form 5330 F1 Request for Administration of Prescription Medication by School Personnel.* For nonprescription medication or food supplements, the parent/guardian must complete *Form 5330 F1a Request for Administration of Nonprescription Medication by School Personnel*. These forms are available on the district's website 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. Preschool students who have a completed authorization from on file to self-carry and administer an inhaler (*5330A A F1 Asthma Action Plan and Orders*) or epinephrine autoinjector (*5330A E F1 Allergy and Anaphylaxis Emergency Orders and Action 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. These forms are available on the district's website or in the building clinic.

## Preschool 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 medications or food supplements may be administered to an preschool student by school personnel (*5330 F1 Request for Administration of Prescription Medication by School Personnel).* Likewise, a written request must be obtained from the parent/guardian each school year before any nonprescription medications or food supplements may bew adminitered to an Preschool student by school personnel (*5330 F1a Request for Administration of 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. Nonprescription 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 "as needed" 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 nonprescription medication may be administered, but the student will need to be sent home to recover.

7. A new *Form 5330 F1 Request for Administration of Prescription Medication by School Personnel* must be submitted each school year and whenever there is any change in the prescriber's order, such as an increase or decrease in prescribed medication or food supplement dosage, or a change of prescribed medication or food supplement. A new *Form 5330 F1a Request for Administration of Nonprescription Medication by School Personnel* must be submitted each school year and whenever there is any change in the nonprescriptiom 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 Preschool student cannot self-carry or administer her/his own prescription or nonprescription medication or supplements except as designated in #10. All prescription and nonprescription 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 *(5330A A F1 Asthma Action Plan and Orders)*) or epinephrine autoinjector (*5330A E F1 Allergy and Anaphylaxis Emergency Orders and Action 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 (Medication/Health Services Forms) 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 nonprescription 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.

## 2025-2026 Immunization Requiremets for School Attendane

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, manufacturer'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) 282-0546 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 12 months in the United States. Current enrolled students who spend 30 or more consecutive days in a TB endemic region will also be required to have a negative Tuberculin (TB) test before returning to school.

## Bloodborne Pathogens

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

The school district seeks to provide a safe educational environment for students and has taken appropriate measures to protect those students who may be exposed to 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 standard precautions to reduce risks and minimize and/or prevent the potential for accidental infection.

A district Exposure Control Plan is in place for staff to eliminate or reduce the risk of student and staff exposure to 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 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 parent/guardian 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, if a staff member has been exposed to a student's blood, the parent/guardian of that student will be requested to have their child's blood tested for HIV and HBV. Any testing is subject to laws protecting confidentiality.

## Healthchek Services for Children Younger than Age 21

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

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

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

- medical history
- complete unclothed exam (with parent approval)
- developmental screening (to assess if child's physical and mental abilities are age appropriate)
- vision screening
- dental screening
- hearing assessment
- immunization assessment (making sure child receives them on time)
- lead screening; and
- other services or screenings as needed

If your children are enrolled on Ohio Medicaid, Healthchek services are available to them. If you are younger than age 21 and are also enrolled, you can receive Healthchek services, too. For additional information, go to the Ohio Department of Medicaid's website for Healthchek.

# Acknowledgement Form

We ask that you read over the Dublin Schools 2025-2026 Preschool 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 Preschool 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 2025-2026 Dublin City Schools Preschool Program Parent Handbook.

_____ _____

Parent/Guardian Signature Student Name (printed)

_____

Date