

UNITED



MAGAZINE

DUBLIN CITY SCHOOLS

Spring 2026

IN THIS ISSUE



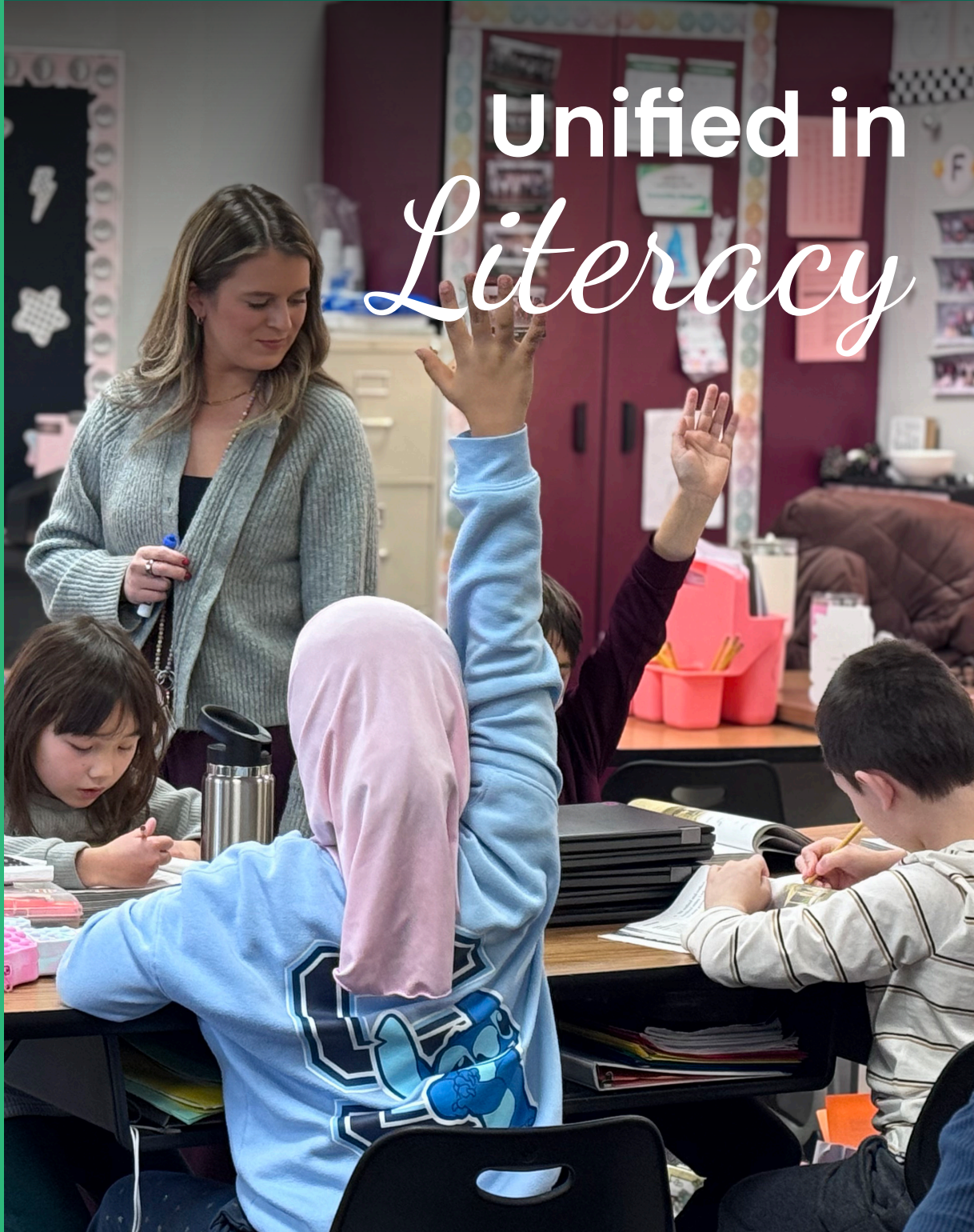
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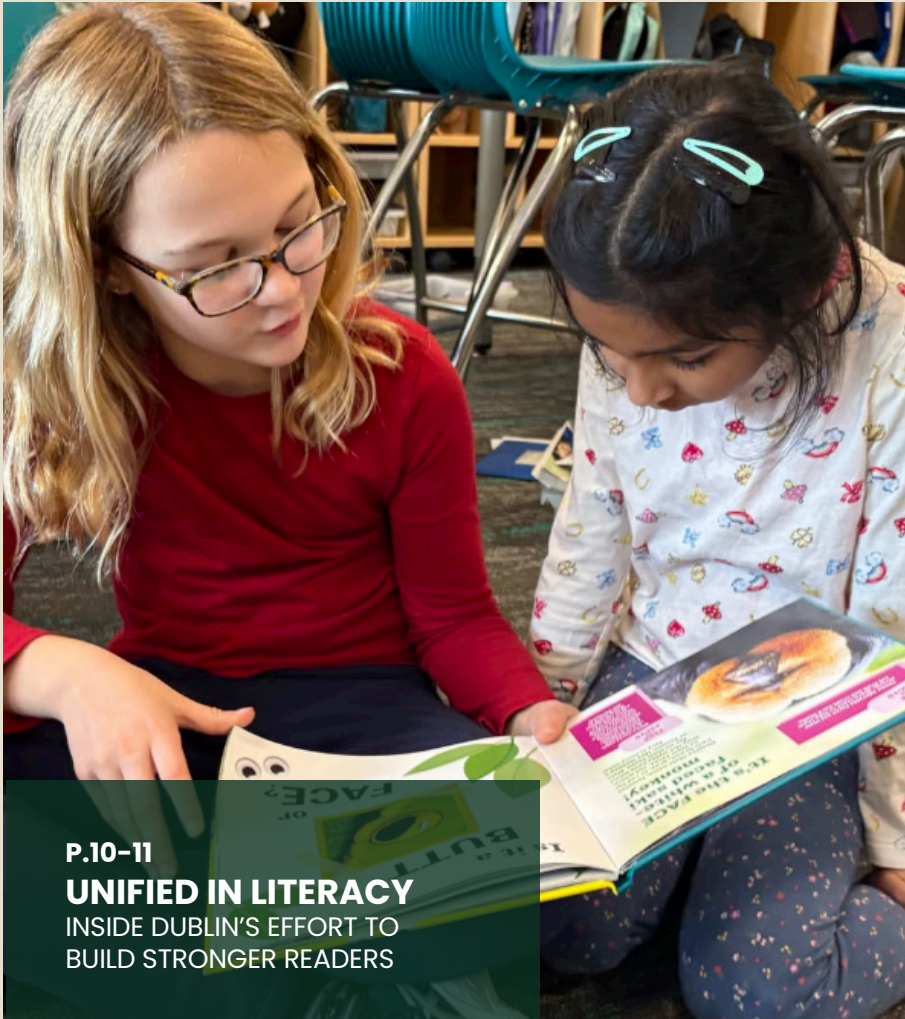
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#DCSGivesBack

Picture Perfect

Through every act of service and moment of connection, our students continue to show up for their neighbors. These highlights capture the heart of our district, where the spirit of giving isn't just a season, but a core value that defines DCS.





Leading Thoughts:

A District That Defies the Template

Each year, Dublin City Schools partners with the demographic forecasting firm Woolpert to produce an annual Enrollment Projections Report. On the surface, it looks like a technical planning document, full of charts, maps, and data tables. But it is something much more than that – a reminder, year after year, that Dublin City Schools is not a typical school district. **We are not a “cookie cutter” system, and many of the decisions we face cannot simply be modeled after what other districts are doing. Our district is unique. And operationally complex.**

Enrollment Climbs Year After Year

Dublin City Schools now serves 17,049 students across 25 buildings. That makes us the 9th largest school district in Ohio, placing Dublin among a very small group of districts operating at this scale. In fact, only 14 of Ohio’s 607 school districts serve more than 10,000 students, and 410 districts serve 2,000 students or fewer. That means two-thirds of Ohio’s school districts are smaller than the size of Jerome High School alone.

Over the past decade, Dublin City Schools’ enrollment has increased by 1,437 students – the equivalent of adding an entire small district in under 10 years. In a district our size, another factor to consider is that growth is not evenly distributed. Our area is rooted in the City of Dublin and the I-270 outerbelt, which left a great deal of farmland in the western and northern parts of our district to be developed over time.

Development has not occurred equally across our boundaries. Some neighborhoods are expanding rapidly, while others remain stable, and still others decline or “gray out.” Boundary-level data shows dramatically different enrollment trends depending on where families live. While we work hard to preserve a neighborhood school feel at the building level, operationally Dublin City Schools is an enterprise. We employ nearly 3,000 staff members and serve as one of the largest employers in Central Ohio.

In a district like Dublin, planning is never as simple as one districtwide enrollment number. There are dozens of micro-trends happening at once, and our responsibility is to respond thoughtfully and proactively.

Geography Matters: Three Counties, Many Communities

One of the realities that makes Dublin City Schools especially complex is that we do not serve one single municipality or one uniform geographic area. Our name is misleading, as the City of Dublin only accounts for 25 of our district’s 42 square miles, meaning 40% of our district is made up of other municipalities and townships. In fact, 33% of Dublin City Schools students – or 1 in 3 – reside in the City of Columbus.

Our district also sits at the intersection of three counties: Franklin, Delaware, and Union. That means we are not operating within one set of local development patterns, one county growth trend, or one community profile.

We are navigating multiple overlapping jurisdictions, housing markets, and municipal planning decisions, all of which influence enrollment, transportation, and facility needs. We also have different first responders depending on the school, and our partnerships, communications, and planning must be very targeted and segmented to ensure we are reaching the audiences we serve. Few districts in Ohio share that kind of geographic footprint.

Density, Diversity, and the Reality of Modern Dublin

Dublin City Schools is also one of the most concentrated districts in the state. We rank in the top tier statewide for student density (27th in Ohio), serving far more students per square mile – 379 – than most districts.

Density changes the operational reality of schooling. Transportation routes become more complex. Facility planning becomes more urgent. Small shifts in enrollment can have immediate impacts on staffing, classroom space, and building utilization. At the same time, our community is increasingly diverse. Approximately 25% of the population in our district boundary speaks a language other than English at home, with Asian and Pacific Island languages among the most prominently spoken.

English Learners make up 13% of our district – ranking us 22nd in the state – and students with disabilities represent 15% of our population. This requires an additional layer of intentional planning as we allocate resources for staffing and facilities. We must ensure these students are represented in those conversations and that we are proactive instead of reactive – increasing our efficiency, effectiveness, and adaptability. This diversity is a strength. It enriches our classrooms and reflects the global community Dublin has become. It also requires us to design systems of support, communication, and service that meet families where they are.

Moving Forward With Purpose

The Woolpert Enrollment Projections Report is one tool among many, but it helps us see clearly: Dublin City Schools is not standing still. We are one of Ohio's largest and most dynamic districts, and with that comes both challenges and opportunities. Our responsibility is to plan carefully, lead transparently, and ensure that every decision we make reflects the unique community we serve. Because of our scale, density, geography, and diversity, Dublin City Schools does not always have a ready-made blueprint to follow.

Many of the decisions we face do not come with an obvious comparison district. We are often navigating challenges that require custom solutions, local leadership, and long-term thinking. And that planning work is not abstract. It directly shapes the real conversations we have as a district.

In February, the Dublin City Schools Board of Education continued discussions related to long-term facilities planning, financial forecasting, and the enrollment trends that influence boundary decisions and redistricting. These are not easy topics, and they are not topics with simple, one-size-fits-all answers. But they are necessary conversations in a district like ours.

As we look ahead, our commitment remains the same: to make decisions grounded in data, guided by what is best for students, and communicated with clarity and care. And as a community, we must also come to recognize an important truth: Dublin City Schools is no longer the small suburban district of the 1980s and 1990s.

Today, we are a large, diverse, high-performing district operating at a scale and complexity that few in Ohio can compare to. The faster we come to a shared understanding of these realities – and the challenges and opportunities that come with them – the stronger we will be as a community.

**Dublin is not a template. Dublin is Dublin.
And we will continue moving forward with purpose.**



For more *Leading Thoughts* from district administrators, visit DCS Today on our website.



Dr. John Marschhausen

**Dr. John Marschhausen
Superintendent**

Redistricting, Revisited: *A Community-First Approach*



Redistricting is one of the most complex decisions a growing school district can make. This spring, Dublin City Schools is starting that process again. The choices made now will shape our schools for the next decade. Here's the plan and what it means for Dublin.

Why is Dublin City Schools restarting redistricting?

Last fall, the district began a high school redistricting process that was ultimately paused before a final decision. This spring, the Board of Education has restarted the process with a clean slate. No draft maps are being reused, and no neighborhood is predetermined to remain or move.

The difference this time is intentional. Instead of asking families to react to proposed maps, the district is gathering community input first, before guiding principles and maps are established. The goal is to ensure that the final map clearly reflects priorities informed by the community.

Is this only about high schools?

The current focus is high school enrollment, particularly as Jerome High School has reached capacity, even after a 60,000-square-foot addition opened in 2023. At the same time, Scioto High School will gain capacity when its similar expansion opens in August, creating space for approximately 600 additional students.

However, high school boundaries do not exist in isolation. Abraham Depp Elementary is nearing capacity again, and as large elementary cohorts age into middle school, Eversole Run Middle School is projected to face similar pressures. While space exists in other elementary buildings, accommodating growth may require boundary adjustments at the elementary and middle school levels. Feeder patterns must also be considered to preserve stability where possible. For that reason, the scope of this work could expand beyond high schools.

What is the timeline, and who is involved?

The work began in February with a Board of Education retreat facilitated by Planning NEXT, an independent planning firm. During that session, the board began defining the criteria that will guide boundary decisions. In early March, Planning NEXT conducted 24 focus groups representing a broad cross-section of stakeholders. At the same time, Fallon Research administered a statistically valid poll to gather representative feedback from residents.

Later this year, the board is expected to adopt a resolution finalizing the guiding criteria. Once those criteria are established, the superintendent will secure a firm to develop a single attendance map based on the board-approved standards. The map is scheduled to be presented publicly in October, along with an explanation of how the criteria were applied.

Planning NEXT's role is to facilitate discussion and collect and summarize community input. The Board of Education ultimately establishes the criteria, and the superintendent is responsible for implementing a plan consistent with those guidelines.

Why is this happening now?

Dublin remains a destination district. Families move here for the strength of the schools, and continued growth in parts of the community has shifted enrollment patterns.

The long-term vision is three high schools of comparable size, anticipating approximately 2,000 students per school over the next 5-10 years. The goal is not identical enrollment in a single year. It is a sustainable balance that preserves strong academic programs, extracurricular opportunities, and consistent student experiences across all three high schools.

How will this impact current students and families?

Some attendance boundaries will change as part of this work, though specific adjustments have not yet been determined. Any approved changes will take effect in August 2027 for the 2027–2028 school year.

Why make changes if many families prefer to stay where they are?

It is understandable that families value stability and want their students to remain where they are today. At the same time, district leadership is responsible for planning beyond the present moment.

While future enrollment pressures may not feel immediate to current families, enrollment projections, financial forecasts, and operational realities are continuously monitored through long-range planning. Addressing imbalances now allows Dublin City Schools to avoid overcrowded classrooms, limited course access, and repeated boundary changes later.

This work is about aligning short-term impact with long-term stability so that strong academic programs, extracurricular opportunities and consistent student experiences are preserved for current students and those who will enroll in the years ahead.

How can residents stay informed?

Updates, timelines, and documents are available at www.dublinschools.net. Residents can also subscribe to DCS Today, the district's online news source, to receive updates directly.

The decisions made this year will shape Dublin's schools for the next decade. Staying informed is one of the most important ways residents can stay engaged in the future of the community.

The Gift of Giving: Hopewell's Annual Gratitude Shop



Gratitude is more than just saying “thank you.” It’s noticing the people who show up for you every day, and choosing to honor them in a special way. At Hopewell Elementary School in the month of December, gratitude becomes action.

Hopewell Elementary hosted its annual Gratitude Gift Shop in December for the fourth year in a row. The idea for the gift shop started as something small. Tyra Galloway, a teacher at Hopewell, started taking items from her house that she wasn’t using anymore and seeing if her students wanted them. They always did. That simple exchange then sparked a bigger thought: what if every student had the chance to experience the joy of giving? A coworker suggested centering it around gratitude, and thus, the annual Gratitude Gift Shop was born.



Now, it’s a schoolwide effort. Every grade participates in the one-day event, and the staff all make an effort to create the best possible experience for students. Not only do teachers make integrated lesson plans about gratitude, but they also choose to donate many of the items that go into the shop. Next year’s plan is to write letters to local stores to gather even more donations. After donating, staff come in the day before the shop opens to help set it up.

During the event, classes follow a schedule. Students walk through once just to look. Then in the second round they can pick one gift, select a book for themselves or someone else, and take as many clothing items as they want. Galloway also encourages her students to write a poem or a letter to the person receiving the gift, explaining why they’re grateful for them. After the shop closes, any remaining items are donated to DCS high school students and to One Dublin, extending the impact of this event far beyond the students at Hopewell.

From the Studio to the Shop:

How Davis Art Students Give Back

This year, Davis Middle School art students found their own way to support the Gratitude Gift Shop. They created original artwork and glazed pottery throughout the semester to donate to the shop.

This collaboration allows the schools to unite in the effort of bringing joy to others during the holiday season. The Davis students also volunteered their time during the event, helping the elementary students navigate the shop and pick the perfect present for the person they are honoring.

By working together, Davis and Hopewell demonstrate the power of connection across grade levels. Davis students get to see firsthand how their creations can brighten someone's day, and Hopewell students experience the excitement of choosing a meaningful gift.

***This shared generosity connects
students from all over the district.***



This project is a perfect reminder of what Dublin City Schools stands for. It reflects the district's dedication to community and compassion, and sparks joy in the students of Hopewell Elementary, allowing them free rein to give to someone they truly care about.





“When you read a book, you dive right in and you know exactly what’s going on. You can picture it in your mind,” explained Theo, a student at Bailey Elementary.

“The fun part is when you get to analyze characters or make connections,” shared Jathin, a third grader at Thomas.

Early literacy has always mattered in Dublin City Schools. What’s been renewed is intentional alignment of instruction – grounded in research, delivered with fidelity, and unified across the district.

In recent years, state law and the broader science of reading movement have accelerated a shift toward evidence-based reading instruction. The science of reading is a body of research that explains how the brain learns to read. For most children, reading does not simply happen naturally. It requires explicit instruction in how letters connect to sounds, how words are decoded, and how reading fluency develops – along with building the vocabulary and background knowledge that make comprehension possible. In 2023, Dublin City Schools implemented the 95 Core Phonics Program in grades K–5, which provides explicit, systematic phonics and word study instruction. At the same time, it strengthens foundational skills so students can comprehend grade-level text with greater confidence and ease.

Unified in Literacy

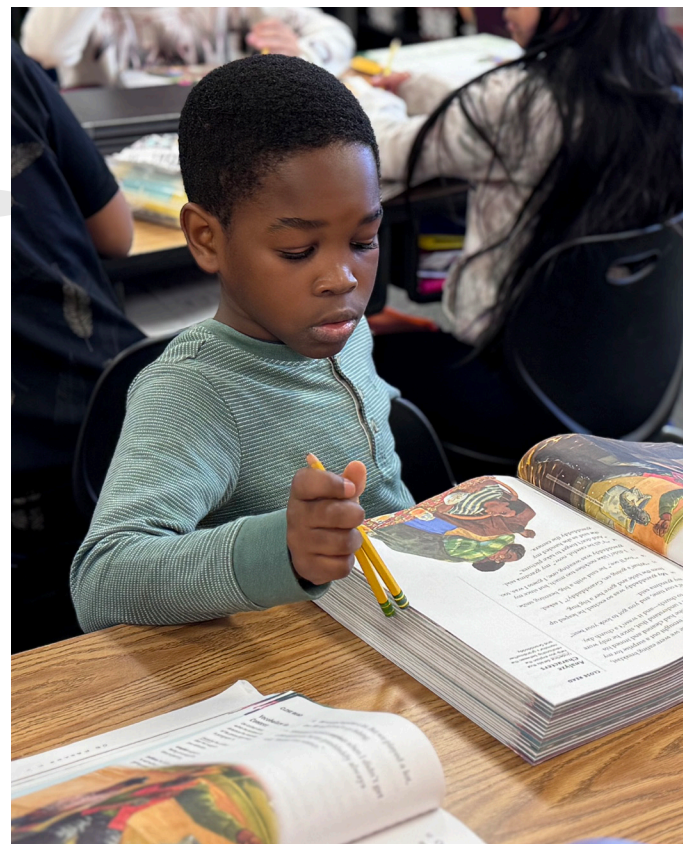
Inside the districtwide shift to the science of reading and a shared vision for strong readers.

At Thomas Elementary, a student drags a highlighter across a sentence and pauses – not because the words are hard, but because the thinking is. Which detail proves the author’s point? Where’s the evidence?

It’s a small moment, easy to miss if you’re walking past. But it’s exactly the kind of moment Dublin City Schools set out to create: students interacting with text, building meaning line by line, and developing foundational skills that make all learning possible.

Ask students what reading feels like, and their answers reveal why this work matters.

“I like reading because you learn new words,” shared Karen, a third grader at Thomas. *“It makes me feel happy and great, and I learn things that I never learned before,”* added Sreya, her classmate.





The work continued in 2024. As part of the district's five-phase curriculum review cycle, teachers, instructional coaches, and administrators evaluated four state-approved English Language Arts (ELA) resources. After narrowing the field, two programs were piloted in 31 classrooms. Teachers, administrators, and families were asked to provide feedback, not just about materials, but about impact. What they described was clarity. Structure. Stronger alignment. Built-in differentiation.

In January 2025, the Board of Education formally adopted Savvas myView as Dublin's K–5 core ELA resource. Teachers then engaged in professional learning, unpacked standards, and worked alongside instructional coaches to ensure a strong launch in August.

Now, more than halfway through the 2025–26 school year, teachers see and feel the impact in their classrooms. The most immediate shift has been in coherence, with classrooms now working from the same shared, aligned resource.

"The major difference is we are going from each staff member looking at those standards, ...kind of creating their own lessons... to all of us using the same resources," shared Hilary McKee, third-grade teacher at Bailey.

Teachers are also seeing growth in comprehension.

"One of the biggest changes I've seen is in how students discuss what they read," said McKee. *"Because they're working from shared texts, they have a common foundation for deeper conversations about ideas, themes, and evidence."*

Additionally, differentiation is no longer something teachers must piece together from multiple sources. Students working toward grade-level reading have focused texts that align with the same unit themes as their more advanced peers. Knowledge-building libraries provide both print and digital access, supporting different learning preferences without lowering expectations.

"They get really excited about it because they kind of get to lead their own learning," shared Samantha Knepple, third-grade teacher at Thomas. *"The variety of resources gives each student confidence, like, 'Oh, I can read this.'"*

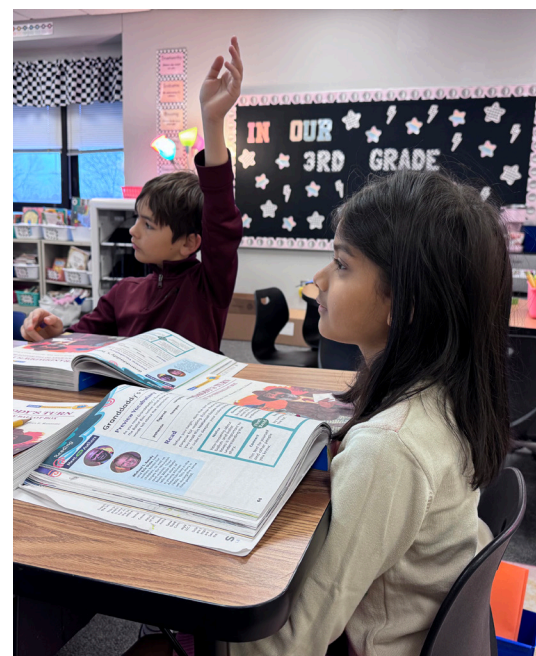
And perhaps most importantly, students are interacting with text. They highlight. They underline. They annotate. They write about real issues in their school community. They learn that reading is not passive. It is active, thoughtful work.

That matters because reading is not confined to one subject. Students rely on literacy to understand math problems, conduct science investigations, follow written directions, and explain their thinking. When early literacy is strong, every other subject becomes more accessible.

"Sometimes we box in ELA like it's just about reading," reflected McKee. *"But reading is so connected to all the other subject areas."*

Savvas myView has not replaced teacher expertise. It has strengthened it, creating consistency that supports both equity and student outcomes. Dublin's teachers continue balancing every component of strong literacy instruction — engagement, comprehension, differentiation, and text complexity — while fostering a lifelong love of reading. That work ensures that when a child picks up a book, they can decode it, understand it, and analyze it, all while seeing themselves grow.

It often starts the same way: one sentence, one highlighter, one student discovering the words make sense. From there, everything else becomes possible.



A Historic Season for Jerome Athletics

In a rare and remarkable achievement, the Jerome High School Boys Golf, Girls Golf, and Boys Soccer teams each captured OHSAA Division I State Championships, showcasing excellence, resilience, and Celtic pride. Three programs. Three state championships. One unforgettable season.

Girls Golf — Youth, Poise, and an “It Factor”

The Jerome Girls Golf Team delivered a dominant performance at Firestone Country Club, winning the Division I State Championship by 12 strokes. The victory marked the program’s eighth state title, the most of any girls golf program in Ohio.

What made the championship even more impressive was the roster’s youth. The Celtics’ championship lineup featured just one junior, three sophomores, and one freshman, yet they played with confidence and composure well beyond their years on Ohio’s biggest stage.

Head Coach CD Butcher, who has led the program since the school opened, credited the team’s mentality and calm under pressure: *“This team just had that ‘it’ factor. They may not have been the longest hitters; they may not have hit every single putt, but when it comes down to just being golfers, they got it done. They never got rattled.”*

Despite challenging course conditions, the Celtics stayed steady from start to finish, building a first-day lead and maintaining it through the final round. With no player even old enough to have a driver’s license, the championship performance highlighted both the present success and bright future of the program.

Boys Golf — A Championship Standard, Reached Again

The DJHS Boys Golf Team continued its tradition of excellence by winning the Division I State Championship at Firestone Country Club’s North Course, edging the field by two strokes. The title marked the 10th state championship in program history.

The Celtics were dominant throughout the postseason, setting program scoring records at the sectional, district, and state levels. Their consistency and depth proved decisive on one of the most challenging courses in the state.

Junior Brady Barnum added an individual milestone to the team’s success, capturing the Division I Individual State Championship. His performance capped an outstanding season and further elevated Jerome’s championship legacy.

Head Coach Brad Sparling, in his second season at Jerome, praised the team’s culture and growth: *“This has been an incredible group. Our culture was awesome. We had 15 wins, set our all-time scoring record, and broke scoring records at sectionals, districts, and the state.”*

The championship, along with the team’s end-of-season top national ranking, reinforced Jerome’s reputation as one of Ohio’s premier golf programs.



Boys Soccer — Breaking Through History

At Historic Crew Stadium, the Jerome Boys Soccer Team delivered one of the most memorable moments in school history, capturing the Division I State Championship for the first time ever.

Facing Saint Ignatius High School, the six-time defending state champion, the Celtics battled through regulation and two overtime periods to a 2–2 draw. The championship was decided in a dramatic penalty-kick shootout, where Jerome prevailed 4–3 on PKs, securing the official 3–2 state championship victory.

Head Coach Nate Maust, the only boys soccer coach in Jerome history, reflected on the significance of the achievement: *“This was our 21st season as a program. We’ve had some amazing teams, but this group is very special. They’ll live forever as the first boys soccer team in Dublin to reach a state final — and then to win it.”*

The championship capped a resilient season in which the Celtics navigated early adversity and peaked at the right time, finishing as state champions.

A Season to Remember

Three programs. Three state championships. One unforgettable season.

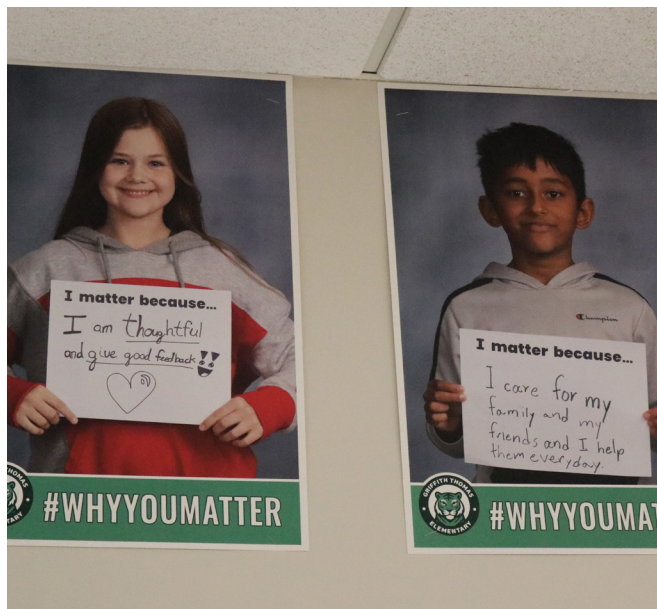
From the poise of a young girls golf team, to the continued dominance of boys golf, to a historic breakthrough on the soccer field, the fall of 2025 stands as one of the proudest chapters in Jerome athletics history.



How Autumn Traditions *Build Belonging* in Dublin City Schools

Veterans Day at Glacier Ridge Elementary

Each year in the month of November, Glacier Ridge Elementary School holds a Veterans Day Assembly. Students are invited to reach out to a veteran in their family to come and attend a celebratory breakfast and assembly. They typically have around 40-50 veterans attend. During the assembly, each veteran is individually introduced and recognized. After that, songs are performed by third-grade students and both students and veterans share meaningful speeches. The event concludes with a commemorative clap-out, where the entire school lines the halls to applaud and thank the veterans for their service.



You Matter Posters at Thomas Elementary

At Griffith Thomas Elementary School, students and staff came together for a meaningful school-wide project called "Why You Matter." Each student was invited to create a poster stating why they matter. The ultimate goal was to create a strong sense of belonging and inclusivity. These posters will hang in the hallways of the school for the rest of the school year, being a daily reminder that each student belongs and is important. Empowering students is one of Dublin's main missions, and this initiative reflects that goal by giving students a voice and encouraging self-confidence. There was also a special school-wide assembly to celebrate these posters and the students who created them.

At Dublin City Schools, fall traditions are much more than just seasonal fun. They are a reflection of the connection, creativity, and belonging that make our community special.

This fall, our elementary schools found unique ways to bring students, staff, and families together through meaningful events. They honored our veterans, hosted Thanksgiving parades, and promoted inclusion. By inviting students to lead, perform, and create, these traditions prove that education is about more than just academics — it's about building memories that reflect Dublin's core values.



Staff Turkey Bowling at Wright Elementary

Each fall, as students and staff at Wright Elementary School eagerly count down the days to fall break, the halls fill with laughter and cheers as staff members participate in their annual fall tradition: turkey bowling. Started by the former principal, Lucas Bauer, turkey bowling is a lighthearted event where staff members compete in a single-elimination bowling tournament before school. Instead of bowling balls, staff members bowl a frozen turkey down the school's main hallway towards bowling pins. The staff member who knocks the most pins down in their round advances in the tournament. While this tradition is mostly for fun, community building, and bragging rights, it also has a charitable component — any unused turkeys are donated to a local food pantry.

Thanksgiving Parades at Depp and Pinney Elementary

Each year, Abraham Depp and Eli Pinney Elementary Schools celebrate Thanksgiving with student-led parades that bring the holiday to life. At Depp, second graders design custom floats inspired by book characters and classroom lessons, showcasing them for a live audience of students and parents. Similarly, Pinney students draw inspiration from the book *Balloons Over Broadway* to create vibrant character balloons and themed floats. Both schools involve their entire community in the festivities, with students lining the hallways to cheer on their peers. To ensure every family can participate, both parades are live-streamed, allowing parents to celebrate their children's creativity from anywhere.



Better Together: DEF Grants in Action

Preparing Students for Success, One Cup at a Time

Dublin Education Foundation (DEF) grants turn the district's core values into hands-on student experiences. Dublin City Schools empowers learners to prepare for their futures at their own pace, and sometimes, that happens right in a cafe space!

From a Bookstore to Campus Cafes

A shift in the business curriculum across the district left an opportunity for redesigning the school store model to student-run coffee shops to teach real-world skills. This interactive coffee shop model has now impacted hundreds of students across the district. The Coffman Rock Shop launched in 2020 with grant funding from DEF. Its immediate success sparked two DEF "replication grants" to bring The Knot to Jerome and rebrand the Kindness Cafe at Scioto.

These three unique, self-sustaining cafe spaces are far more than just a place to grab a latte; they are specialized work-study hubs designed to develop job readiness, social connection, and real-world experience.



Coffman Rock Shop

What began with initial collaborative funding from DEF, Dublin AM Rotary, and the Olivia Aicher Scholarship Fund has evolved into a space that feels more like a scene from *Friends* than a typical school building. For many of us, a seat on that iconic Central Perk couch would reign supreme as a break in the school day. Here, students are transported to a similar atmosphere while stopping in for coffee, a snack, or a trendy new drink. What do students enjoy most about stopping in? Some mention the mental break, while others enjoy the chance to brighten a peer's day.

Transition Coordinator Erin Canaday values the appreciation students have for their transition peers, knowing how hard they work to achieve their individual goals. In a space where jovial conversations erupt with laughter, beaming smiles and high-fives are exchanged often between customers and workers who "care for each other a latte!"

The Knot at Jerome

From the moment you enter, The Knot cafe greets visitors with its own unique flavor! The monthly drink specials are a true showcase of student creativity. Under the guidance of Transition Coordinator Kelly Marshall and Job Coach Rehana Shera, students experiment with new flavors and recipes, turning their creative thinking into a hit for their customers. Educators witness more than just skill-building. They see a total transformation as students trade hesitation for confidence, take ownership of their work, and realize their own potential with every order served.



Scioto's Kindness Cafe

The aroma of coffee and the clink of ceramic mugs welcome all who enter the Kindness Cafe. Beyond job training for students, provided by Job Coach Sara DeBenedictis, the cafe has become the heart of staff and student culture through creative initiatives like the "Mug Club." In a display of cross-departmental collaboration fueled by a duo of DEF grants, Transition Coordinator Kristen Yearling worked with ceramics teacher Todd Arnold, whose students craft unique mugs for staff. This tradition does more than provide a caffeine boost; it weaves together the arts, student vocational training, and staff culture.



Developing Skills, Delivering Success

By stepping out of the traditional classroom and into an environment that mirrors the modern workplace, students master everything from customer service and inventory management to the financial literacy of handling transactions. In these spaces built specifically for student success, our students are gaining the confidence needed for their next step in life.



To learn more about DEF grant projects across the district visit:

www.dublineducationfoundation.com

Turning NFL Data into *Deep Learning*

In Molly Love's fourth-grade classroom at Indian Run Elementary, the NFL season has become a structured way to teach academic standards while building social and emotional skills.



Through NFElementary, a national pilot program created by Mary Crippen and Donna Martinez, students "draft" an NFL team at the start of the year and follow it throughout the season. They track wins and losses, calculate percentages, analyze player statistics, and apply fractions and decimals to real data. Geography lessons connect to team locations and regions across the country. Students maintain data binders and regularly interpret trends, explain their reasoning, and support conclusions with evidence.

The program is designed to make abstract concepts more concrete. Instead of solving isolated word problems, students work with statistics they recognize and care about. Weekly updates create opportunities to discuss setbacks, victories, teamwork, and perseverance, helping students connect resilience in sports to resilience in their own lives.

Approximately 200–300 teachers nationwide are piloting NFElementary, with Indian Run serving as the only participating school in Central Ohio.

During the season, ABC6 sports anchor Dave Holmes visited the classroom to see the program in action. He quizzed students on sports trivia connected to their team research and classroom analysis. Their responses reflected not only knowledge of football, but a strong grasp of math, data interpretation, and content standards.

In Mrs. Love's classroom, football is not the focus. It is the vehicle. The outcome? Engaged students strengthening academic skills in ways that are relevant, lasting, and fun.





Golden Grads Luncheon Honors *Legacy and Lifelong Connections*

The annual Golden Grads Luncheon, held on Friday, October 3, was a resounding success, bringing together alumni who graduated more than 50 years ago for a meaningful afternoon of connection and celebration.

Alumni traveled from across the United States and beyond to attend, with guests arriving from Virginia, Wyoming, Texas, Florida, and even Australia. Among the distinguished attendees was Eula (Headlee) Price, a 1950 graduate and the most senior alum present, celebrating an extraordinary 75 years since her graduation.

The program provided alumni with the opportunity to reconnect with classmates, share memories, and reflect on their shared history. Attendees also received important updates about the district's current initiatives. Superintendent Dr. John Marschhausen offered an overview of the district's recent developments and future direction, while Mrs. Jennifer Hinderer shared information about the district's pathways and partnerships, highlighting the innovative opportunities available to today's students.

Many times, classes plan weekend-long reunions around this cherished annual tradition, and this year was no exception. Some classes planned tours of their old school buildings, visited the Bridge Park area, which has changed significantly since their school days, and even toured the new Dublin History Museum.

The Golden Grads Luncheon continues to serve as a special occasion to honor the legacy of past graduates while celebrating the district's ongoing commitment to excellence in education. It reinforces the enduring bonds between alumni and the schools that helped shape their lives, creating a meaningful bridge between past, present, and future generations.



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