Deer Park Preschool

Student Handbook



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Deer Park Community City Schools

Deer Park Board of Education

The Deer Park City School District is governed by a five-member Board of Education who take an active role in the community and governance of the school district.

Board members are elected at- large for four year terms. A member may serve unlimited consecutive terms. Officers serve a term of one year, and may be re-elected. The Board sets meeting dates in January for the entire calendar year.



Board Members

Peggy Bosse
Board President
Paul Godwin
Vice President
Michelle Ellis
Board Member
Karen Kellums
Board Member
Chris Huster
Board Member

Board of Education Office

8688 Donna Lane

Cincinnati, OH 45236

513.891.0222

"Inspiring & Empowering Lifelong Success"

Revised 07/2026

PHILOSOPHY

STATEMENT OF PHILOSOPHY

Learning is a lifelong process and education is preparation for meeting the demands of life as an adult. The prime purpose of education is to stimulate intellectual curiosity in each individual leading to an ever increasing understanding of self and environment. The school helps develop and nurture attitudes which enable its students to live more rewarding lives and serve society to the best of their ability.

Guiding Principles

The school is concerned, primarily with teaching the skills of learning and providing proper motivation and stimulation to the learning process. School life for a student should contain many situations in which s/he meets challenges, solves problems, makes decisions, and plans actions. It is the school's responsibility to offer each student all the opportunities and experiences possible for becoming an educated individual, compatible with chronological and mental maturity. Each student must be treated as an individual with consideration being given to the total of psychological, sociological, emotional, and cultural experiences. The school must promote reflective thinking in all the activities of life and must aim to secure democratic cooperation in the relations of people.

STATEMENTS OF BELIEF

The school has goals based on beliefs just as every person has goals based on beliefs. These goals and beliefs are stated clearly and specifically so that those who work together can understand what is expected and in what direction they are all moving. We value the teacher's own individual style of instruction. However, we want to focus it into a central theme. An effective way to communicate this theme is to express a set of beliefs. As we believe, so will we act.

The Philosophy of our School District is a general set of beliefs about what our school should attempt to accomplish. The following set of beliefs extends that philosophy to include beliefs about how to accomplish instruction in our schools. Some of the beliefs are logical extensions of the school philosophy and are therefore based on value judgements. Other beliefs are based on what current educational research suggests is best for students.

The set of beliefs can be a guide for much of what we do in planning, implementing, and improving our instructional efforts. These beliefs may contribute to the informal "language" administrators and teachers use to discuss instruction. They may be a guide for our consideration of new programs and efforts. They may also assist us in sorting through, culling, and streamlining the things we do in the classroom in order to become more efficient in teaching our students.

MISSION:

Inspiring & Empowering Lifelong Success

VISION:

A high performing district that prepares our students to be critical thinkers and problem solvers and to live a life of purpose and impact.

CORE VALUES

We believe that:

- Our fundamental purpose is to ensure academic, social, and emotional growth for **all** students.
- High expectations are essential to maximizing student success.
- High quality educators empower students.
- Students will be at the center of all decisions we make.
- Learning thrives in a safe, welcoming, and equitable environment.
- Positive relationships are foundational to our success.
- It's vital to refine and improve our practices through a culture of collaboration.
- Transparency and responsibility with our fiscal resources inspires trust.

** A full strategic plan, which includes the district's philosophy, beliefs, and goals is available through the District Board of Education.

Early Childhood Program Goals

Primary goals of the Early Childhood Program are to:

- Provide an environment that respects children of diverse cultural and developmental backgrounds.
- Foster the development of positive self-esteem.
- Support and promote positive relationships with peers and adults.
- Facilitate and encourage the construction of knowledge within an integrated curriculum.
- Plan and implement a wide variety of developmentally appropriate materials and activities.
- Offer opportunities for children's active exploration of their environment through play.
- Model and promote opportunities for large motor activities.
- Maintain confidentiality surrounding children and their families.
- Create, build, and strengthen the relationship between families and school.

OHIO LICENSING GUIDELINES

The following are the behaviors that shall not occur under the Ohio Licensing Early Childhood Guidelines:

- There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to: punching, pinching, 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, 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 small cubicle.
- No child shall be subjected to profane language, threats, derogatory remarks about himself, his family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat 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.

SAFETY OF CHILDREN

- Children will be supervised by a faculty member at all times throughout the day.
- The outside play area will be supervised so that all children are visible to a member of the teaching staff at all times. Children will be supervised going to and coming from the outside play area and the classroom.
- Written notification from the parent is required when a change (i.e. time, driver) occurs in your child's regular transportation plan. No exceptions will be made to this policy.
- The program follows all mandated safety procedures including safety drills and visual guides in the classroom.
- A faculty member trained in first aid and recognition of communicable diseases is available at all times. A first aid kit is always on site.
- A registered nurse acts as a consultant to the school program as needed.

CODE OF ETHICS

General Statements

- We are committed to supporting each child's optimum social, emotional, intellectual, and physical development within a safe, healthy and enriched environment.
- We will respect the racial, ethnic, religious, cultural, and socio-economic differences of all children, parents, and others with whom we work.
- We will maintain confidentiality in our dealings with children, parents, and colleagues. We will avoid misrepresentations of our professional skills, qualifications, and affiliations.
- We have the right and obligation to share in the maintenance of the ethics of our profession.

Families

- We will respect families' rights to make decisions for their children, and will uphold their beliefs and practices whenever possible.
- We will be aware that not only the family, but also other people and experiences influence the development and attitudes of the children in our care.
- When conflicts arise between a parent and the early childhood educator concerning generally accepted professional and/or developmental practices, we will make every attempt to clarify the issues for the parent through education and communication.

Children

- We will uphold the principle that the early childhood educator's primary professional responsibility is to the child.
- The child's total development is our primary concern.
- Because we believe that everyone has the right to feel that s/he is a worthwhile human being, we will treat each child with respect and dignity.
- We will not mentally, physically, or emotionally abuse the child in any way.
- We believe in positive, productive discipline and guidance as a means for dealing with inappropriate behavior.

Colleagues

- We uphold the right of every early childhood educator to participate in an evaluation process which compares current job performance to job expectations, and the right to written grievance procedures.
- We are committed to seeking and providing opportunities for personal and professional growth.
- We support cooperation among all early childhood professionals.

(As adopted by the Ohio Association for the Education of Young Children)

Admission Policy

Typically developing children are eligible for enrollment in the program if they will be four years of age by August 1 of that school year. There are 14 spaces available in the program for an AM session and 14 spaces available in the program for a PM session. The AM program runs 5 days per week based on the school calendar. The PM program runs 4 days per week based on the school calendar.
**Offering subject to change based on enrollment.

All Children will be registered at the Deer Park Community City Schools Board of Education Building and must reside in the Deer Park Community City School District boundaries.

Withdrawal of children during the school year will be documented in the school office and attendance records.

Faculty

The education team includes a certified early childhood education teacher and a teaching assistant.

Class Size

The preschool classroom has a maximum number of fourteen children per session.

Eligibility

Children attending the preschool class must reside in the Deer Park Community City School District and turn 4 years old by the first day of school for the current school year.

CURRICULUM

The Deer Park Preschool Program implements curriculum based on a philosophical framework of developmentally appropriate practice. The early childhood curriculum is aligned to the early learning content standards adopted by the State Board of Education. These programs address all areas of development--cognitive, physical, social, and emotional--by planning and providing a curriculum that is both age appropriate and individually appropriate for each learner. Curriculum within the classrooms is "child-centered" emphasizing the development of the whole child. Curriculum decisions are based on the needs of children and the ways in which they learn. In addition, the individual and cultural diversity that is expected, appreciated, and respected directly influences what is to be a developmentally appropriate, responsive curriculum in the Deer Park Preschool Program. The Amity Preschool Program integrates Creative Curriculum, Hegerty and Bridges Math. Both Hegerty and Bridges are used for instruction in our Amity kindergarten classrooms and beyond making a great segway to future learning.

The preschool curriculum emphasizes the value of social interaction and provides opportunities for children to interact with peers and adults throughout the class sessions. Children are provided with opportunities to develop understanding, learn cooperation, and enhance language skills.

The classroom environment and curriculum is planned and prepared to involve children both mentally and physically in their own learning. Each child becomes actively involved with the curriculum during "Choice Time," an uninterrupted block of time of at least 60 minutes. These periods provide young children with the time they need to move, touch, and explore their classroom. As children play within activity areas they are encouraged to make meaningful choices and decisions. While engaged in interactions with materials and peers opportunities arise for social, emotional, physical, and cognitive growth and learning to occur.
During Choice Time teachers interact with individuals and small groups of children, helping to facilitate discovery, learning, problem-solving, and the acquisition of concepts.

Activity areas typically found within the classroom include: a writing center, interactive charts, dramatic play, art, painting, computer, sand/water table, blocks, books, shelf games, listening center, math table, and snack.

Opportunities are also provided for children to participate in music, science, sensory experiences, and movement activities. These activity areas are carefully planned to provide a variety of interesting and challenging "multi-level," "open ended" materials and activities that support and encourage experimentation, exploration and inquiry. "Multi-level" materials may be used with children of varying developmental levels and physical abilities. For example, colored wooden beads may be used for sorting, stringing, patterning, adding, and/or subtracting depending on the needs of the learner. "Open-ended" activities are those that promote the development of thinking, reasoning, problem-solving, and decision-making while de-emphasizing the notion of "right" and "wrong." For example, encouraging a child to make an airplane using paper, markers, crayons and scissors promotes higher level thinking and problem solving than providing him with a pre-drawn shape to "cut and color the right way."

Classroom teachers in the Preschool Classroom frequently utilize a strategy known as "thematic teaching" to present and integrate content across curriculum areas. Classroom themes, typically two to three weeks duration, are determined by the needs and interests of the group and are supported by quality children's literature. Such

connections between personal experience and classroom curriculum make learning meaningful for young children by providing opportunities to develop knowledge and skills within a relevant context.

As described, the Deer Park Preschool Classroom strives to provide a child-centered curriculum that accepts and respects each learner within the classroom. The curriculum in these programs is developed with careful consideration given to the needs, interests, and learning style of each individual. This developmentally appropriate, responsive curriculum promotes feelings of success and competence while nurturing the enjoyment of learning in all young children.

SAMPLE PROGRAM SCHEDULE

(The AM session runs from 8:30 am -11:00 pm. The PM session runs from 12:00 pm - 2:30 pm)

8:30-8:45 am - Transition time: Arrival, backpacks away, wash hands
11:45 am-2:15 pm (Days per week for PM)

8:45-9:00 am - Group activity
12:00-12:15 pm

9:00-9:20 am - Morning meeting: Calendar, weather, counting school days, phonics dance
12:15 - 12:50 pm

9:20-9:30 am - Story time
12:50-1:00 pm

9:30-10:15 am - Centers: Students can choose different centers during this time. These centers include a math
1:00 - 1:45 pm - center, literacy center, dramatic play, blocks, art table, manipulatives and puzzles, sensory table or library.

10:15 -10:25 am - Snack
1:45-1:55 pm

10:25-10:40 am- Gross motor skills: Outside/gym
1:55-2:10 pm

10:40-10:50 am - Ending meeting/pack up
2:10-2:15 pm

10:50-11:00 am - Dismissal
2:15 pm

*Times listed are approximate times. Times and activities will vary according to each classroom and may be affected by special events.

*Actual times will be shared with parents during Home Visitation meetings.

MANAGEMENT POLICY

The goal of discipline is to help children build their own self-control and ultimately direct their own behavior. We recognize the important role self-esteem plays in this process and strive to enhance each child's positive feelings of self. Each child's emotional needs and feelings are respected within the classroom setting.

Clear and reasonable ground rules are established for each child's safety and to protect the rights of all children. The rules are few in number and are frequently discussed in the classroom. When ground rules are broken they are clearly and firmly restated. When a child is in a conflict situation, s/he is encouraged to verbalize his anger or concerns. When a child infringes on the rights of another, the other child is encouraged to talk about how s/he feels. Problem-solving techniques are encouraged in the classroom during which time the teacher often acts as a facilitator, helping young children express feelings and generate solutions.

Classroom environments are structured to encourage positive behavior; redirection of children occurs in a positive manner, keeping in mind the child's interests and motives. Teacher intervention in potential problem situations is well-timed and logical consequences of behaviors are implemented. Physical punishment is not used.

If behavior problems persist, an individual behavior management program may be developed with parent participation. Ongoing discussions will occur to review possible solutions and alternatives.

WITHDRAWAL:

The district reserves the right to recommend the withdrawal of a child from the preschool classroom whose needs are not met by the curriculum of the program. Recommendations for withdrawal will be forwarded to the superintendent for a final decision.

ATTENDANCE/TRANSPORTATION POLICY

ARRIVAL/DISMISSAL/ABSENCES

Deer Park offers a tuition based program for children that are four years of age by August 1 of the current school year. The sessions are 2.5 hours in length. Classes meet on Monday through Friday during the school year. We believe that regular attendance is important for each child's optimal growth and development. The daily schedule is carefully planned to provide varied experiences.

PROCEDURE FOR REPORTING ABSENCES

When a student is absent, the parent or guardian should email Ms. Kemmeter (kemmeter.a@dpccsd.org) or DOJO her before 8:30am/ 11:45 am.

Please consider the following examples of reasons for student absences.

- Personal illness
- Illness in the family
- Quarantine of home
- Death of relative
- Observance of religious holiday
- Medical/dental appointments that cannot be scheduled outside school hours at appointment from a medical professional
- Educational/psychological testing

TRANSPORTATION

Transportation is provided by the parent/guardian. The school must be notified in writing of any other person who will be transporting a child. The child will not be released under any circumstances without written notice. No exceptions will be made to this policy.

Arrival

We will be prepared to greet your child starting at 8:30 am / 11:45am

Students will not be allowed to enter prior to 8:30 am / 11:45am

- Park your vehicle
- Walk your child to the preschool entrance-Check your child in with the teacher.

The arrival door will close at 8:40 am/ 11:55 am and students will need to sign in at the front office

Dismissal:

Dismissal will begin at 10:50 am/ 2:05 pm.

- Park your vehicle
- Walk to the preschool entrance
- Sign out your student- students will be dismissed only to adults listed on the dismissal form.
- Walk your child to your car.

Please leave your cell phone in the car and hold your child's hand as you walk to your vehicle. Safety is a priority!

All students must be picked up by 11:00 am / 2:15 pm.

***If State or district health/safety protocols are in place:** both adults and students will be required to wear masks and follow all mandated health/safety protocols.

Assessing Preschool Progress

DP Preschool students will participate in the Ohio's Early Learning Assessment (ELA) which is directly aligned to Ohio's Early Learning and Development Standards (ELDS). The Ohio ELA is a comprehensive assessment and may be used in its entirety in any preschool program to meet the Step-up-to-Quality (SUTQ) assessment requirements.

ASSESSMENT WINDOWS

There are four assessment windows for each school year:

Fall:	**Aug 15 - Nov 14** **Required for reporting**
Winter:	Nov 15 - Feb 14 *Ongoing for best practice*
Spring:	**Feb 15 - May 14** **Required for reporting**
Summer:	May 15 - Aug 14 *Ongoing for best practice*

Each school year, the district will report Ten Learning Progressions during the fall and spring windows. The Program may consider using the assessment during the winter and summer windows.

- A Preschool Developmental Checklist will be completed on each child three times per year.
  Fall of school year (October)
  Winter of school year (February)
  Final month of school year (May)
- Each child will complete the kindergarten screening process in May of the school year.
- Parent/Teacher Conferences will be held two times per year according to the district calendar.
- A Preschool Progress Report will be given to the parent at each conference.

*Parents or Teacher may request a conference at any time to discuss concerns.

Concerns related to Progress / Development:

At times, Parents and/or staff may have concerns about the progress and/or development of a student in the program. The program will take the following steps if staff or families feel progress is lacking or the presence of a disability is suspected:

- Staff and family will meet to discuss concerns.
- Interventions will be put into place.
- A follow up meeting will occur within 3-4 weeks of the intervention.
- If warranted, school psychologist, speech pathologist or other specialist will observe the child
- The team will meet to discuss findings and determine next steps.

PARENT INVOLVEMENT

We believe parent participation is a vital component of a child's school experience. Parents provide valuable input that helps to ensure a successful transition between home and school. Parents are encouraged to become actively involved in the preschool setting.

- A parent questionnaire, completed prior to entry into the program, provides important information about each child.
- Home visits provide parents and teachers with an opportunity to exchange information and interact with children on an individual basis. A home visit is scheduled for each child prior to the beginning of school.
- Parents are welcome to observe and visit classrooms. If a parent plans to stay for an entire class session, please arrange the visit in advance with the classroom teachers.
- Parent conferences are held twice a year. Additional conferences may be scheduled at the request of parents or teacher.
- Parents are welcome to become involved in informal ways such as sharing a cultural heritage or special talent with a class, going on a field trip and/or volunteering in the classroom.
- A policy and procedure manual for the Deer Park Preschool Program is available for parent review.

FIELD TRIP GUIDELINES

In the event of a field trip, the following precautions will be taken to ensure each child's safety:

- A first aid box which meets the requirements of Ohio licensing rules will be available.
- A faculty member trained in first aid will be present.
- Each child will have identification attached to himself/herself containing the school's name, address and telephone number and child's name when required.
- An adequate number of adults will participate in each experience. This number will be determined by class size, class make-up, and teacher's judgment.

SHARING INFORMATION

Young children are often affected by events and changes in their environment. Children may not be able to express their feelings or relay significant information. In order to help your child deal with changes, please keep us informed of any events such as:

- Illness or hospitalization of family members
- Pregnancies and births
- Deaths of family members or close friends
- Changes in family structure within the home
- Plans for moving
- Extra stimulation such as visitors or celebrations
- Change of address or phone number
- Vacations where your student will miss school

MEDICAL POLICY

The Ohio Department of Education Rules for Preschool Program requires that each child have on file:

1. A medical form completed by a licensed physician prior to the date of admission or not later than thirty days after the date of admission and annually from the date of examination thereafter.
2. Dentist's name and phone number on the Emergency Medical Authorization form.
3. Physician's and dentist's authorization and written instructions to administer prescription medication to a child enrolled in the program.
4. Immunization record as required by section 331367 of the Revised Code, which record shall include immunizations required by section 3313.671 of the Revised Code.

MEDICAL EMERGENCY PLAN

Each child is required to have a current emergency card and an emergency medical authorization form on file. These forms must be completed and returned by the first day of school. Any child without these forms will not be permitted to attend class.

In the event of an emergency, the following procedures will be taken:

- Parents will be contacted immediately unless the situation is life threatening. In this case, 911 will be called before attempting to reach the parents.

- If efforts to reach the parents are unsuccessful, the faculty will follow instructions listed on the Student Emergency Medical Form

Peanut Free Environments

The Deer Park Preschool will follow the school district guidelines regarding being a "peanut free school/ peanut free school district". This information will be reviewed with you at your child's orientation.

Healthy Snacks

Preschool students will have time each day to eat a **HEALTHY SNACK** they bring from home.
Thanks for helping your child bring an appropriate snack to preschool..

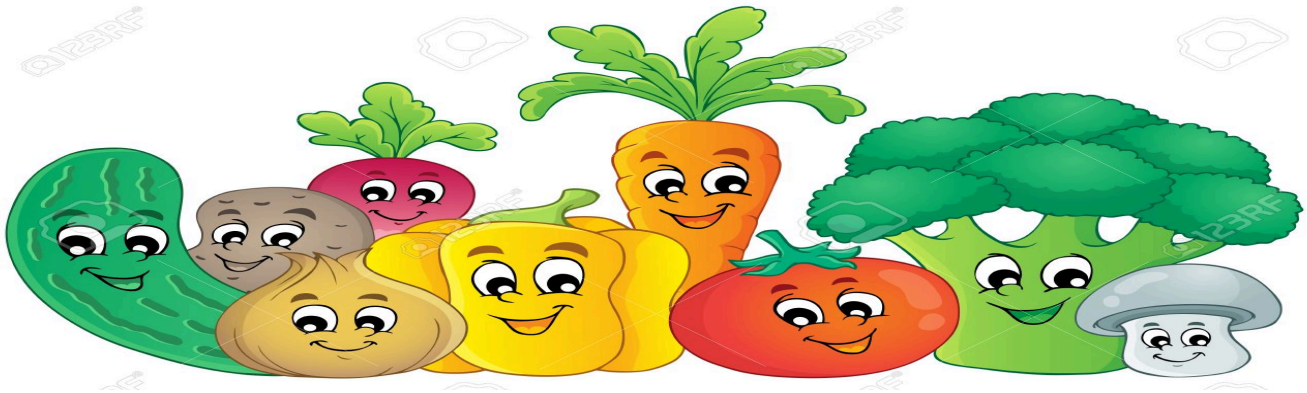
Healthy options to consider:

Fresh fruit
Individual fruit cups
Cut veggies
Breakfast bars
Rice crispy treats
Granola bars (nut free)
Juice box
Pretzels
Cheese and crackers
Yogurt
Humus and chips
Bagel
Fruit snacks

What NOT to send:

Candy
Gum
Potato Chips
Fruit Roll Ups
“Little Debbie” type snack cakes
Cookies
soda

Due to the peanut free environment, if your child is bringing a prepackaged item it must be nut free and not processed in an environment that processes nut items.



GENERAL GUIDELINES FOR KEEPING CHILDREN HOME FROM SCHOOL DUE TO ILLNESS

It is sometimes difficult to decide when and how long to keep an ill child home from school. The timing of the absence is often important in order to decrease the spread of disease to others and to prevent your child from acquiring any other illness while his/her resistance is lowered. The following guidelines represent the more common childhood illnesses and the usual recommendations of the district nurse.

CHICKEN POX: A skin rash consisting of small blisters which leaves scabs. A slight fever may or may not be present. There may be blisters and scabs all present at the same time. Your child should remain home until all blisters have scabbed over, usually 5-7 days after the appearance of the first crop of blisters.

COMMON COLD: Irritated throat, watery discharge from the nose and eyes, sneezing, chilliness, and general body discomfort. Your child should remain home if symptoms are serious enough to interfere with your child's ability to learn. Medical care should be obtained if symptoms persist beyond 7-10 days, fever develops, or nasal discharge becomes yellow or green.

FEVER: If your child's temperature is 100° F or greater (or 1 or 2 degrees above the child's normal temperature) s/he should remain home until s/he has been without fever for a full 24 hours. Remember fever is a symptom indicating the presence of an illness.

FLU: Abrupt onset of fever, chills, headache, and sore muscles. Runny nose, sore throat, and cough are common. Your child should remain home from school until symptoms are gone and the child is without fever for 24 hours.

HEAD LICE: Lice are small grayish-tan, wingless insects that lay eggs called nits. Nits are firmly attached to the hair shafts close to the scalp. Nits are much easier to see and detect than lice. They are small white specks which are usually found at the nape of the neck and behind the ears. Following lice infestation, your child may return to school after receiving treatment with a pediculicide shampoo, AND ALL NITS HAVE BEEN REMOVED.

IMPETIGO: Blister-like lesions which later develop into crusted pus-like sores. Your child should remain home from school until receiving 48 hours of antibiotic therapy and sores are no longer draining.

PAIN: If your child complains, or behavior indicates that (s)he is experiencing persistent pain, (s)he should be evaluated by a physician before your child is sent to school.

PINKEYE: Redness and swelling of the membranes of the eye with burning or itching, matter coming from one or both eyes, or crusts on the eyelids. Your child should remain home from school until receiving 24 hours of antibiotic therapy and discharge from the eyes has stopped. Spread of infection can be minimized by keeping the hands away from the face, using good hand washing practices, using individual washcloths and towels, and NOT touching any part of the eyes with the tip of the medication applicator while administering the antibiotic ointment.

SKIN RASHES: Skin rashes of unknown origin should be evaluated by a physician before your child is sent to school.

STREP THROAT AND SCARLET FEVER: Strep throat begins with fever, sore and red throat, pus spots on the back of the throat, and tender swollen glands of the neck. With scarlet fever there are all the symptoms of strep throat as well as a strawberry appearance to the tongue and rash of the skin. High fever, nausea and vomiting may also occur. Your child should remain home from school until receiving a full 24 hours of antibiotic therapy and until without fever or vomiting for 24 hours. Most physicians will advise rest at home 1-2 days after a strep infection.

Antibiotics ordered for strep infections are to be taken for 10 days or until all medication is gone. Only when these directions are followed correctly is the strep germ completely eliminated from the body, no matter how well the child feels after the first few days of receiving medication.

VOMITING AND DIARRHEA (INTESTINAL VIRAL INFECTIONS):
Stomach ache, cramping, nausea, vomiting and/or diarrhea, possible fever, headache, and body aches. Your child should remain at home until without vomiting, diarrhea or fever for a full 24 hours. If your child has had any of these symptoms during the night, s/he should not be sent to school the following day.

COVID: In general, symptoms in kids and teens may include:
Fever, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle aches, headache, new loss of taste or smell, sore throat. If your child has had any of these symptoms during the night, s/he should not be sent to school the following day.

PLEASE KEEP THESE GUIDELINES FOR FUTURE REFERENCE

POLICY ON CHILD ABUSE AND NEGLECT

The Board of Education is concerned with the physical and mental well-being of the students of this District and will cooperate in the identification and reporting of cases of child abuse or neglect in accordance with law.

Every Board official and employee who, in connection with his/her position, knows or suspects child abuse or neglect must immediately report that knowledge or suspicion to a public children's services or local law enforcement agency. Such reporting is required in every case that reasonably indicates that a child under the age of eighteen (18) or a physically or mentally disabled child under the age of twenty-one (21) has been abused (physically or mentally) or neglected or faces the threat of being abused or neglected.

The Board official and employee making the report shall also notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and shall secure prompt medical attention to any such injuries reported.

Each principal should be mindful of the possibility of physical or mental abuse being inflicted on a student by an employee. Any such instances, whether real or alleged, should be dealt with in accordance with the administrative guidelines established by the Superintendent. Board officials and employees must report suspected abuse to a public children's services or local law enforcement agency even when the suspected abuser is another official or employee.

The identity of the reporting person shall be confidential, subject only to disclosure by consent or court order. Information concerning alleged child abuse of a student is confidential information and is not to be shared with any unauthorized person. A staff member who violates this policy may be subject to disciplinary action and/or civil and/or criminal penalties.

In accordance with law, the Board will provide appropriate instruction on personal safety and assault prevention to all students in grades K-6. In order to develop programs that are appropriate and effective, the Superintendent is authorized to consult with public and/or private agencies or individuals involved in child abuse prevention and intervention. In addition, the Superintendent shall provide a program of in-service education on school safety, and violence prevention including human trafficking content, youth suicide awareness and prevention, and prevention of child abuse, violence, and substance abuse and promotion of positive youth development, including a review of Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior, for all elementary, middle and high school staff members.

A law enforcement officer or children's services agency investigating child abuse or neglect may interview a student on school grounds only in accordance with Board Policy 5540.

COMPLAINT PROCEDURE

If a parent wishes to file a complaint about the Deer Park Preschool Program the following hierarchy should be followed:

- Discussion with the Preschool Teacher.
- Discussion with the Preschool Administrators Laura Warman or Kristen King (513-891-5995)
- Discussion with the Director of Student Services, Patty Hadden (513-891-0222)
- Discussion with the Superintendent, Jim Stoll (513-891-0222)
- Discussion with the Ohio Department of Education: Early Learning and School Readiness Division (614-466-0244).

TORNADO WATCHES AND WARNINGS

A **tornado watch** means that weather conditions exist in which a tornado could form.
During a watch, school will be in session as usual with dismissal at the regular hour.

A **tornado warning** occurs when the civil defense authorities sound the siren that a tornado has been sighted. On that signal, **all** persons in the school building go to the shelter and remain there until the warning is lifted by proper authorities.

Dismissal will be delayed if the warning period continues beyond the scheduled dismissal time.
Children will not be dismissed until an "all clear" is announced by civil defense, weather, or radio station.

EMERGENCY SITUATIONS AT SCHOOLS

The Board of Education is committed to providing a safe learning and work environment. Unfortunately, natural and man-made disasters do occur. Such emergencies are best met by preparedness and planning.

The Board directs that a system of emergency preparedness be developed that addresses the following goals and/or objectives:

A. The health and safety of students and staff are safeguarded.
B. The time necessary for instructional purposes is not unduly diverted.
C. Minimum disruption to the educational program occurs.
D. Students are helped to learn self-reliance and trained to respond sensibly to emergency situations.

The Board also directs that fire, tornado, and school safety drills be conducted during the school year in accordance with State law.

Fire drills or rapid dismissals shall be conducted six (6) times per a school year at the times and frequency prescribed by the State Fire Marshal with the first fire drill being conducted within ten (10) days of the beginning of classes. However, no fire drills are required to be conducted in any month that a school safety drill is conducted. Tornado drills shall be conducted on a regular basis during the tornado season in the spring. Times and frequencies of drills must be varied.

School safety drills shall be conducted at least three (3) times during each school year. During the school safety drills, students must be instructed in the appropriate procedures to follow in situations where students must be secured in their building or rapidly evacuated in response to:

A. A threat to the school involving terrorism.
B. A person in possession of a deadly weapon or dangerous ordnance on school property.
C. Other acts of violence.

At least one (1) safety drill shall include a scenario where pupils must be secured in the school building rather than rapidly evacuated.

School safety drills (including drills and theoretical drills) shall be conducted in conjunction with the District's emergency management plan.

Administration must conduct at least one (1) drill or rapid dismissal or one (1) school safety drill during each month of the school year. A drill or rapid dismissal may be conducted during the same month as a school safety drill. All building occupants must participate in the drill.

Additionally, the administration shall conduct a theoretical school safety drill at least once during the school year to provide instruction to school faculty and staff regarding procedures to be followed in such situations. The theoretical drill does not need to include student participation and may be conducted at the required annual employee school safety drill training session.

Each safety drill shall be conducted in conjunction with law enforcement officials.

Prior to conducting the annual school safety drills, administration shall:

A. Provide advance written notice of each school safety drill (actual and theoretical) to the municipal or township police chief or other chief law enforcement officer (or in the absence of such officer, the county sheriff).
B. Such notice shall be provided no later than seventy-two (72) hours prior to the date the drill will be held, be sent by mail, facsimile, or electronic submission, and include the address of the school and the date and time the drill will be conducted.
C. Provide follow-up written certification of the date and time the drill was conducted during the previous school year as well as the date and time each drill will be conducted during the current school year to the municipal or township police chief or other chief law enforcement officer (or in the absence of such officer, the county sheriff).
D. The certification must be submitted by mail by April 5 of the current year, and by December 5th each following calendar year.
E. Hold annual training sessions for school employees regarding the procedures to follow during school safety drills.

Administration shall keep a written record of the date and time of each drill conducted.

Procedures shall be developed for the handling of all emergency evacuations.

SCHOOL CLOSING INFORMATION

Announcements about school delays or closings in icy or snowy weather are carried on local radio and television stations.

If the district is closed there will be no preschool class.

If the district runs on a delay there will be NO MORNING preschool classes.

Should the district move to full remote learning due to health concerns, remote learning sessions will be offered to families.

SCHOOL DAY

The Board of Education specifies the times that school shall be in session for the purpose of ensuring adequate instruction for the students of this District.

The schools of the District shall be in session for students on those days and times by the Board and in accordance with the State Standards.

The regular school session may be temporarily altered, when such alteration is feasible and advisable in the best interests of the students of the District, by the Superintendent with the approval of the Board President.

In the event of disease, epidemic, hazardous weather conditions, damage to a school building, or the temporary unfitness of a school building due to utility failure, the Board may close the schools, delay the opening of schools, or dismiss school early. The Superintendent shall prepare rules for the proper and timely notification of concerned persons in the event of such emergency closing.

The Board recommends that the Superintendent utilize the following factors in making the decision to close or to operate the schools:

A. In case of fire, wind, flood, or other calamity, accredited state officials such as the State Fire Marshall or the State Building Inspector are utilized to determine the usability of damaged facilities.
B. In case of epidemic, the City Health Commissioner be contacted for a recommendation regarding the closing or opening of schools.
C. In case of inclement weather, recommendations concerning the roads be obtained from school bus drivers and the State Highway Patrol.

Administration shall be responsible for establishing a telephone calling procedure to notify his/her teachers and other appropriate employees so that all employees will be properly notified when school is closing.

The Superintendent shall have the authority to determine which school-related activities may be conducted if the schools are closed for a period of time. S/He shall prepare appropriate guidelines for communication to students, parents, and others regarding the scheduling and the conduct of such activities.

Pets in the Classroom

Because of the significant incidence of allergies and asthma in young children, the Deer Park Preschool Program discourages “furry or feathered” animals in the classroom. A full district policy disclosure on animals on school grounds may be obtained at Deer Park Community City Schools Board of Education. Refer to: Policy 8390-Animals on District Property.