



**Preschool
Parent
Handbook**

Website-<http://www.dps.k12.oh.us>

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DAYTON

PUBLIC SCHOOLS

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Mission

To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.

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Forward

This 2019-2020 Preschool Parent Handbook was developed to share program and district procedures and to answer many of the commonly asked questions that parents may have during the school year. Please take time to become familiar with the information in the handbook. Keep this handbook available because it will be a valuable reference during the school year. Should you have any questions that are not addressed in this handbook, contact your child's teacher, principal or the preschool office at 542-3325. This updated handbook replaces all prior handbooks and other written material on the same subjects. If changes occur during the year they will be sent home via a newsletter and we ask that you please add the information to this document.



Dayton Public Schools' Preschool classrooms are licensed by the Ohio Department of Education. Inspections are conducted yearly to ensure compliance with preschool rules. A copy of the compliance report is posted in the classroom and is available at all times.

Parents may contact the Ohio Department of Education Office of Early Learning and School Readiness if they have questions and/or concerns. The phone number is 1-877-644-6338. Email address ELSR@education.ohio.gov.

Preschool Program Overview

Dayton Public Schools' Preschool program serves children who are 3, 4 or 5 years old and whose families reside in the Dayton Public School District. The program is tuition-free and open to families of all income levels. The two programs, 4 year old preschool and the multi-age preschool, are funded differently and may have different rules in place due to the funding source.

Multi-age Preschool

The preschool program for students with special needs and typical peer role models is called the Multi-Age Preschool. All districts are required to provide services for students with disabilities who are three to five years of age. Children with special needs are served through a continuum of program options in the least restrictive environment appropriate for the child. Specialist instruction and intervention services are provided for each child in accordance with a team developed, Individualized Education Program (IEP). Related services may include speech and language therapy, occupational therapy, physical therapy and transportation. Itinerant services in an early childhood education setting, daycare or the child's home are provided when appropriate. Eligibility for the Special Education Preschool Program requires that children:

- Are three to five years of age and not yet compulsory school age
- Demonstrate a disability/exhibit significant delays

Students with special needs demonstrate a documented deficit in one or more of the following areas: communication, motor, social-emotional/behavioral functioning, cognitive, adaptive behavior, hearing or vision as determined by a multidisciplinary team through a multi-factored evaluation.

Research overwhelmingly supports the benefits of an inclusive setting for both students with special needs and peer role models (typical) students. Many of our placement options for students with special needs include peer role models.

Students with special needs benefit from exposure to peer models. Children learn through observation and the practicing and modeling peer behaviors. As children with special needs observe and interact, the peer models are providing a model of age-appropriate skills in social, behavior, play, speech, language and motor development.

Peer Model Criteria

Peers serve as models of age-appropriate skills for children demonstrating delays in their development. For this reason, it is critical that peers demonstrate the skills listed below:

- Meet age criteria
- **Completely toilet trained (pull-ups not allowed)**
- Separates easily from parents
- Able to follow rules and routines
- Plays with a variety of toys appropriately
- Able to play beside and/or with other children while sharing the same bin of toys
- Verbally interacts with peers in play situations

Please note, if your child has multiple accidents in a week and it continues over a couple of weeks, he or she can be asked to stay home until potty trained or can be withdrawn from preschool.

4 year old Preschool

The 4 year old Preschool is a federally funded preschool for students who are four years old by September 30th and will be going into kindergarten the following school year. The program is designed to prepare eligible children with the prerequisite skills and traits for learning that will enable them to benefit from later school experiences. Research has found that intensive, high-quality preschool programs can close much of the early achievement gap. Children in a 4 year old class must demonstrate the skills listed below:

- Meet age criteria – 4 years old by September 30th
- Meet the same criteria as peer models listed above.

The preschool experience provides an important foundation for school success. It is a time of extraordinary growth and change in which children develop the foundational skills, knowledge, understandings and interests they need to become successful learners.

Creative Curriculum for Preschool

The Creative Curriculum for Preschool is the adopted curriculum. It is aligned with Ohio's Early Learning and Development Standards. The curriculum uses exploration and discovery as a way of learning. It enables children to develop confidence, creativity, and lifelong critical thinking skills. The Creative Curriculum offers daily opportunities to individualize instruction, address all important areas of learning from social-emotional and math to reading skills and the arts.

We are committed to the development of the whole child: cognitive growth, physical well-being, emotional development and sound social relationships. The comprehensive curriculum is differentiated and developmentally appropriate for preschool children. Developmentally Appropriate Practice provides an atmosphere in which all children can be successful. It supports young children's needs for activity, sensory stimulation, fresh air, rest and nourishment. It stimulates thinking and problem solving skills. Teachers consider what children should be able to do and what each child can do. The learning environment and teaching approaches are designed to meet the individual needs of the children. The curriculum provides a balance of child-initiated and teacher-led experiences. Children learn through exploration, play, discovery, observation, decision making and experimentation. The planned, yet flexible, learning activities provide rich opportunities in language arts, science, social studies, mathematics, music, art, dramatics, sensory-motor and physical development. Purposeful PLAY is the vehicle through which children learn. Hands on centers, not worksheets, are provided for learning. Play provides the opportunity to develop physically and mentally. Research shows a link between play and success in school.

There is a strong focus on helping children gain language skills (listening and speaking) necessary to prepare them for entrance into kindergarten.

Learning is integrated throughout the day.

- Teaching isolated skills and concepts is avoided.
- The child's individual and cultural background, including developmental history, is an important determinant of curriculum goals for that child.
- The curriculum stresses thinking and problem solving.
- The physical environment includes materials and equipment to meet the diverse learning needs of the children.
- Play materials encourage children to engage in manipulation and exploration, transform from real to pretend, and collaborate with others in developing play themes.
- Play materials avoid stereotypical play themes; rather, they encourage children to explore a variety of roles and themes. Materials provide a multiethnic, multicultural, non-stereotypic emphasis.
- A variety of sensory materials are available to the children, including sand, water, paint, and a variety of textures.
- Children have substantial uninterrupted blocks of time to engage in self-selected activities.

Interactions between adults and children, and among children, are a central component of an early childhood curriculum.

- Adults are responsive to child-initiated communication, engage in meaningful talk, and encourage meaningful conversations.
- Learning takes place in social context; children have many opportunities to learn and practice social and problem solving skills with their peers.

Conscious Discipline for Preschool

Dayton Public Schools uses Conscious Discipline for classroom management and social-emotional development. The program helps adults and students manage their emotions. It builds motivation in everyone to do what is right for our School Family.

What is Conscious Discipline?

Conscious Discipline is a complete classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline is a way of organizing classrooms around the concept of a School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs and getting along with others.

Every classroom management system must have a core motivator. The motivator in Conscious Discipline is the School Family. Connection, belonging and contribution within the School Family create cooperation among children. Students are naturally motivated to be helpful, responsible and caring classroom citizens. Conscious Discipline is specifically designed to teach the following:

- Anger management
- Helpfulness (pro-social skills)
- Assertiveness
- Impulse Control
- Cooperation
- Empathy
- Problem solving

Real-life conflict and challenging situations serve as character education curriculum for the Conscious Discipline classroom. Conflict is viewed as a teaching opportunity. Character education is part of everyday life, not an activity that occurs separately.

Conscious Discipline builds self-esteem by addressing children's need to be generous and contributing members of a group. Each child holds a job and is responsible for the effective running of the classroom.

Consciousness allows adults to teach by example. Example is the most powerful teaching technique available. Children who observe differences between what is "practiced" and what is "preached" are likely to imitate the behavior they see modeled. You must model calmness, respect, responsibility, etc. if you want children to display calmness, respect, responsibility, etc.

Conscious Discipline links home and school, as the School Family is seen as an extension of the home family. The School Family provides the groundwork in the classroom to handle difficult life events in a child's life, in the community and in the world.

Come see it in action!

One of the best ways to learn about Conscious Discipline is to visit your child's classroom during a Brain Smart Start. The Brain Smart Start is a part of everything we do in our school. It helps wire the brain for learning. Every classroom has a Brain Smart Start each day.

- **Activity to Unite:** The activity to unite as a School Family involves everyone doing the same thing at the same time. It builds connection, fosters a sense of safety and releases endorphins.
- **Activity to Disengage Stress:** It prepares the brain for learning and turns off the stress response. This usually involves stretching, yoga, and breathing.
- **Activity to Connect:** The activity to connect helps to maintain focused attention and motivation while helping them build healthy relationships with each other.
- **Activity to Commit:** The activity to commit oneself to learning involves affirmations and positive thinking. Commitments prime the brain for success and actively engage the prefrontal lobes.

ARRIVAL AND DISMISSAL

Arrival

Children should arrive within the window of time indicated by the child's teacher. If you are transporting your child to school, you must escort him/her into the building and wait with your child in the area designated by the teacher. Each building may have a different procedure and your teacher will inform you of the building procedures.

Arrival and dismissal times require the careful attention of the classroom teacher and assistant. Staff is unable to have long conversations or conferences with parents during arrival or dismissal. Please send a note or call the school if you wish to discuss something with your child's teacher, assistant or other staff. Your child's safety is our primary concern during arrival and dismissal.

Morning and afternoon pickup

The safety of children near parking areas is very important. During parent orientation, your child's teacher will go over the specific traffic patterns and entrance information for your school. Please use caution in the school's parking lot. Our students are very little and sometimes they are eager to play with their friends and rush without proper caution to drivers.

Morning entrance/Sign-in

Your child must be accompanied by someone who is at least 16 years old into the preschool designated area. You cannot leave the school property until you sign your child in and are greeted by the teacher or the designated staff member. Please do not send your child into the school building unsupervised. Preschoolers are not prepared to handle the traffic volume of students and parents during arrival time in the morning.

Dismissal

Parents must park in the designated parking area(s) at dismissal time. If the spaces are full, find another area that is appropriate. Double parking and parking outside designated parking areas create dangerous situations for students.

Students must be picked up and signed out from the designated dismissal area by the parents or an approved person who is listed on the DPS registration form. Anyone picking up a preschool child must be 16 years of age or older unless otherwise approved by the principal.

You may be asked to provide a photo ID when picking up your child. Please make sure all designated persons are also prepared to show an ID.

Picking up your child prior to dismissal

During the regular school day, students will be released from the office to the parent/guardian or other adult designee, as listed on the Dayton Public School registration form. We share your concern about the safety, security, and welfare of your child. We ask that all parents and visitors please abide by the following security guidelines for early dismissal:

- You must first report to the school's main office.
- Sign the student out in the proper SIGN-OUT binder.
- Follow your building's protocol for dismissal. The school secretary will direct you to where you need to go.
- Do not proceed to the classroom without a visitor's pass.

We encourage parents to try and schedule trips and doctor's appointments after or before school hours. However, if you must pick up your child prior to dismissal, please send a note to the teacher explaining the situation.

School Hours

Preschool classes are held Monday through Thursday. The school day for preschool students is the same as all other students at the school. The bell schedule for your child's school is included in the appendix and is discussed at the preschool parent orientation.

No student is to arrive or enter the building prior to the scheduled student entrance time because adequate supervision cannot be guaranteed before that time.

Tardy arrival

Any student arriving after the tardy bell will be counted as tardy. Late students must be signed in at the office to receive a *tardy slip*. Students will not be permitted in the classroom without a tardy slip.

If your child is tardy, take your child to the main office and receive a permission slip for admission to class. Receiving a tardy slip from the main office will alert the school to adjust the lunch count for your child.

Attendance

It is important for your child to come to school every day. When your child is not in school, he/she misses experiences that enhance his/her learning. The preschool year helps your child to develop good attendance.

Absences

If an emergency or illness requires your child to be absent from school, contact the school office or call your child's teacher. (The telephone numbers are listed in the appendix for your child's school and teacher). **A note explaining your child's absence must be sent when your child returns to school.**

Transportation

Transportation can be arranged for special needs children if it is identified as a need in their IEP. All transportation requests/changes must come through the building secretary. Do not make a request for a transportation change with your child's teacher. If you are utilizing bus transportation and your address changes, it is necessary to notify the school secretary of your address change so the transportation department knows where to pick-up/drop-off your child. You will be required to provide proof of your new address in order for the change to take place. Changes in transportation can take up to three days.

School Entrance/security

During the day, all doors to the building will be locked except the front door entrance. For security reasons and to ensure minimal disruption to classroom instruction, all visitors/volunteers must report to the school's Main Office, sign in,

and obtain a visitor/volunteer badge before proceeding to any part of the building. Parents are encouraged to contact the school to arrange for classroom visitations and conferences prior to visiting the classroom.

TRUANCY AND EXCESSIVE ABSENCES

It is important for your child to attend school every day. When your student misses a significant amount of school, even if the absences are excused, he or she misses critical instruction time and learning opportunities. This often has long-term, negative effects on a child, such as lower achievement and a greater chance of not graduating on time.

In December 2016, the Ohio General Assembly passed House Bill 410 to encourage and support a preventative approach to excessive absences and truancy. Regular school attendance is an important ingredient in students' academic success. Excessive absences interfere with students' progress in mastering knowledge and skills necessary to graduate from high school and be prepared for higher education and the workforce. To support academic success for all students, the district will partner with students and their families to identify and reduce barriers to regular school attendance. The district will utilize a continuum of strategies to reduce student absence including, but not limited to:

- Notification of student absence to the parent or guardian;
- Development and implementation of an absence intervention plan, which may include:
 - supportive services for students and families;
 - counseling;
 - parent education and parenting programs;
 - mediation;
- Intervention programs available through juvenile authorities; and
- Referral for truancy, if applicable.

Habitual Truant is defined as:

- a. Absent 30 or more consecutive hours without a legitimate excuse;
 - b. Absent 42 or more hours in one school month without a legitimate excuse;
- or
- c. Absent 72 or more hours in one school year without a legitimate excuse.

Excessive absence is defined as:

- a. Absent 38 or more hours in one school month with or without a legitimate excuse; or
- b. Absent 65 or more hours in one school year with or without a legitimate excuse.

Excessive Tardiness

Excessive tardiness causes great disruption to the program. Families with more than six tardies in a quarter must meet with the teacher. Unexcused or excessive tardiness is not acceptable and may result in dismissal from the program.

Students should arrive at school on time and should stay until school is dismissed for the day. When possible, medical, dental, or other appointments should be made outside of the school day. Students arriving late (tardy) will be recorded as such in the office.

The preschool department will follow the Dayton Public Schools guidelines for truancy. Attendance and truancy documentation will be applied equally to all students. If you have any questions or concerns, contact your child's teacher first. If you continue to have questions or concerns, contact your child's principal.

Students with excessive unexcused absences or an attendance rate below the truancy standards established by the district may be withdrawn from the preschool program.

The district accepts the following as **valid** reasons for absence from school:

- Illness of the student
- Illness in the family
- Quarantine for contagious diseases
- Death in the family
- Observation or celebration of a bona fide religious holiday
- Other absence(s) approved in advance by the principal upon written request of the parent

- Other absence(s) approved in advance by the principal upon written request of the parent to participate in other school-related activities
- An act of God

Vacations during the school year

Parents are strongly discouraged from taking students out of school for vacations. If it is necessary, a note should be sent to the teacher one week prior to the scheduled vacation. Please keep in mind that the total amount of work covered while your child is absent cannot be made up.

GUIDELINES FOR STUDENT BEHAVIOR

School and classroom rules are written in terms that young children will understand. For instance, the students are taught that:

- We are responsible for what we say and do.
- We listen to our teachers and follow directions.
- Our hands and feet are for helping, not hurting.

Classroom teachers will inform you and your child of specific classroom rules. Reviewing these frequently with your child will assist him/her in making a positive adjustment outside of the family circle.

Unauthorized articles

Toys, electronics, or any other objects unrelated to classroom activities are not permitted unless it is approved by the teacher and school principal. Watches and jewelry should remain at home. The school staff is not responsible for lost personal items.

Code of conduct

Preschool students are expected to follow the Dayton Public Schools Discipline Code. A copy of the booklet will be given to you at the beginning of the school year. The teacher will contact you when your child needs help in following a classroom/school rule. If the undesired behavior continues, a referral will be made to the office and a parent conference will be requested. Every effort will be made to provide interventions that will bring about the desired changes and enable your child to adjust to the classroom and remain in school.

Occasionally, a child may have difficulty adjusting to the classroom environment. It is necessary that the parent and the teacher work together to discuss other alternatives for the student's smooth transition into the school setting. When it is determined by the early childhood staff that attending a full-day preschool is not developmentally appropriate for your child, participation in a half-day session may be recommended by the building principal and teacher. You will be asked to

review the *Half-Day Agreement Form* you signed at registration. Parents received a copy of this agreement at the time of registration.

Student discipline

DPS preschool programs have adopted the Ohio Department of Education's *Preschool Code of Discipline* for all preschool children. This ensures that if your child's behavior needs to be redirected, the redirection is appropriate.

Each classroom/center's method of discipline applies to all persons on the premises and adheres to the following restrictions:

- 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 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, physical or verbal threats; derogatory remarks about himself/herself or his/her family, or other verbal abuse.
- Discipline shall not be imposed on a child for failure to eat, sleep, or 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 a discipline, shall be brief in duration and appropriate to child's age and development ability. 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 at our preschool program.

PARENT PARTICIPATION & INVOLVEMENT

Research strongly suggests that parent involvement in their children's formal schooling is vital to their academic success.

The preschool program provides many opportunities for you to be involved in your child's education both in and out of school. You are always welcome to visit and participate in the classroom. Preschool teachers also encourage parents to participate in field trips, family fun nights, and child-centered community events. Families should receive a monthly school newsletter and preschool calendar describing school and community events. The newsletter will describe educational activities that enhance the curriculum in the classroom and for family field trips.

Help your child do well in school

- Talk about school with your child and discuss his/her feelings and experiences.
- Listen to your child and discuss concerns that he/she expresses.
- Establish good routines for eating and sleeping habits. Research suggests that most preschoolers need 10 hours of sleep each night.
- Maintain a communication link with the teacher so that you are always informed about your child's progress.
- Read to your child everyday.

Listed below are a number of parent involvement opportunities that are provided to keep you informed and active in your child's development.

Parent-teacher conferences

Conferences are scheduled at the beginning and end of the school year and can be scheduled privately throughout the year at your request. Parent-teacher conferences are designed to share information so that you and the teacher can partner in helping your child succeed.

Volunteer guidelines

A key objective of Dayton Public Schools' volunteer initiative is to encourage and strengthen parent and community participation in the education of our children.

Your role as a volunteer is significant! It is our hope that your involvement with Dayton Public Schools will be as rewarding for you as it will be for our students and school personnel. For additional information, please refer to the Dayton Public School website.

Book-in-a-Bag

Reading with your child everyday is the most important activity you can do to help your child become a successful reader. Set aside a "homework time" for reading. Preschool students will participate in the Book-in-a-Bag campaign from September until May. Each student will bring home a book every night. Please read the book to your child, complete the suggested activity, record the book on the reading log, and return the book in a plastic bag or folder to school the next day.

Withdrawal from preschool

When withdrawing a preschool student from Dayton Public Schools preschool, parents must notify the building secretary and complete a withdrawal form. If the student is receiving special education services, the parent may want to provide information about where the family is moving and sign the documents needed to transfer the child's Evaluation Team Report (ETR) and Individualized Education Program (IEP).

School Closings/Calamity Days

In the event of inclement weather, school closings will be posted online at www.dps.k12.oh.us, DPS Facebook page, and on local television and radio stations.

When DPS is closed for the day, all preschool programs are also closed for the day. In the rare occasion, when the weather is worsening as the day progresses, the

multi-age PM session may be cancelled. In the event of the closure, parents will be notified by preschool staff via telephone call and/or email.

CELEBRATION OF SPECIAL OCCASIONS

In the event that you would like to celebrate your child's birthday at school, talk to the teacher in advance. Please check with the teacher concerning any students who may have food allergies (i.e. peanuts, eggs), are diabetic, or may have certain food restrictions. Special treats would be needed for those students.

Please follow these guidelines:

- Contact your child's teacher about school policies regarding celebrations/parties.
- Contact your child's teacher to schedule a date when you would like to celebrate.
- A birthday party CANNOT occur, but parents can celebrate at school with a small treat for the children.
- You must provide **all** of the paper products to serve the food.
- Unfortunately, due to health and safety reasons, homemade food items are not allowed. All food has to be packaged and store bought.
- Healthy snacks or low sugar foods are strongly recommended. Cake, cupcakes, ice cream, and fruit punch are fine. No soda, please.
- Do not send hard candy or gum; these items may become a choking hazard.
- To protect the privacy of our students, we ask that you do not take pictures or videotape the celebration unless you have prior approval from the school principal.
- Invitations to private parties may not be distributed at school unless **everyone** in the class is included.

CLOTHING AND DRESS CODE

All preschoolers follow the school's dress code. If your child attends a school that requires uniforms, then preschool children wear uniforms as well. All clothing should be marked (using a permanent marker) with the child's name. The classroom teacher is not responsible for unmarked items of clothing. Clothing should be appropriate for the 70-75 degree temperature maintained in the classroom. Weather permitting, all students will go outside for gross motor development daily. The outdoor activities are a regular part of the classroom program. In cold weather, your child must have a warm jacket, hat, mittens or gloves, warm pants and boots.

In addition, a full change of clothes should be sent at the beginning of the year. If your child happens to have an accident, he or she will have a change of clothes ready.

COMPLAINT PROCEDURE

Please make arrangements to have a conference with the staff member who is directly involved with your concern as quickly as possible. Most questions or concerns can be answered by the person most directly involved. The best place for a resolution is right at the source and not by another person such as the superintendent, Board of Education member, etc. who will only refer the issue back to the proper person and level.

Conference arrangements may be made at any time during the school year.

The following steps should be followed when reporting a concern about academics or behavior:

1. Contact your child's teacher by phone or with a written note. The teacher will respond to your request as soon as possible.
2. If you are not satisfied with the result of the meeting with the teacher, contact the building principal to discuss the concern. Please have the following information available:
 - a. Name of student
 - b. Name and room number of your child's teacher
 - c. The nature of your concern

If you are still unsatisfied with the outcome please contact the department or district administrator related to the concern. The preschool teacher, school office or DPS website can assist you with finding the phone numbers for various departments.

Hopefully, this clarification is helpful. With everyone's assistance and cooperation, all school-related concerns and problems will be resolved quickly and to the satisfaction of all involved.

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preschool rules. A copy of the compliance report is posted in the classroom and is available at all times.

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HEALTH SERVICES

All injuries occurring in school must be reported to a teacher, the clinic, or main office. If the injury is minor, the student will be treated and may return to class. The office will follow the school's emergency procedures if medical attention is required. The nurse will determine whether or not the student should remain in school or go home.

Should I keep my child home from school today?

It is important that students are not sent to school if they experience a fever (100 degrees F or above), vomiting, diarrhea, and/or persistent cough within the last 24 hours. It is advisable to keep your child home until he/she is symptom - free for 24 hours without the benefit of any medication. If a child returns to school and remains ill, parents will be called. Please do not send your child to school when he/she is not feeling well. The clinic is a first-aid station for illnesses and injuries occurring at school. It is not a diagnostic clinic.

If a student becomes ill or injured at school, the parent/guardian will be notified by the school nurse or teacher. If they are unable to reach either parent/guardian, the alternate person(s) listed on the emergency medical form will be called.

Medications should be scheduled by the parent/guardian and physicians so students do not have to have medications administered during the school day. If necessary, school personnel will administer medication after receiving a two-part form, **Request for the Administration of Prescribed/Non-Prescribed Medication at School that** has been completed and signed by both the prescribing physician and the parent/guardian. This form may be obtained from the nurse or the school office. After completion, this form may be faxed to the nurse at the school.

Students are not permitted to carry over-the-counter medications to school without a physician's signature. This includes cold medication, cough syrup, first-aid lotion, etc.

If a child has a temperature over 100 degrees, is vomiting, shows symptoms of pinkeye or has a rash of an unknown nature, he/she will be excluded from the classroom. It is the responsibility of the parent/guardian to provide or arrange transportation home for the ill child.

Allergies and other medical conditions

At registration you should have indicated on the emergency medical authorization form the existence of allergies and the method of treatment. Please be sure to update the form should the condition(s) change. Please share any particular concerns relating to allergies with your child's teacher and school nurse at the beginning of the school year.

Immunizations and physicals

Children residing in Ohio must by law be immunized against childhood diseases prior to entering school. Any child not properly immunized may be excluded from school. The school is required to have a current physical (within one year) on file. If you have any questions about immunization or need more information about the physical form, please contact the department of Health Services at 542-3405.

Emergency medical treatment

Emergency medical treatment will be administered in accordance with your stated request on the emergency medical form, which you completed at the time of registration. Treatment in the clinic will not go beyond first aid. **Please let us know immediately if phone numbers or emergency contact information changes.**

Control of communicable diseases and pests

Because a school has a high concentration of people, it is necessary to take specific measures when the health or safety of the group is at risk. The school's professional staff has the authority to remove or isolate a student who is ill or has been exposed to a communicable disease or highly-transient pests, such as lice. Specific communicable diseases include: diphtheria, scarlet fever, strep infections,

whooping cough, mumps, measles, rubella, and other conditions indicated by the local and state health departments. Any removal will be only for the contagious period.

Communicable Disease

If a child is suspected of having a communicable disease, we are required to follow the guidelines established by the Ohio Department of Education. The following precautions shall be taken for children suspected of having a communicable disease:

1. The program shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness.
2. A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:
 - a. Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
 - b. Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
 - c. Difficult or rapid breathing;
 - d. Yellowish skin or eyes;
 - e. Conjunctivitis;
 - f. Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
 - g. Untreated infected skin patch(es);
 - h. Unusually dark urine and/or grey or white stool;
 - i. Stiff neck
 - j. Evidence of lice, scabies, or other parasitic infestation.
3. A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in paragraph 2 of this rule as well as the following:
 - a. Unusual spots or rashes;

- b. Sore throat or difficulty in swallowing;
 - c. Elevated temperature; or
 - d. Vomiting
4. Programs shall follow the Ohio department of health “child day care communicable disease chart” (www.odjfs.state.oh.us/forms) for appropriate management of suspected illnesses.
5. A child isolated due to suspected communicable disease shall be:
- a. Cared for in a room or portion of a room not being used in the preschool program;
 - b. Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised;
 - c. 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 bodily fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent;
 - d. Observed carefully for worsening condition; and
 - e. Discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.

Final Revised 6/26/19



2019-2020 Bell Schedule

Middle Schools

7:00 a.m. – 2:00 p.m.

Grab & Go breakfast begins at 7:00 am

**Edwin Joel Brown Middle School
Wogaman Middle School
Wright Brothers Middle School**

Elementary Schools

7:10 a.m. – 2:10 p.m.

Grab & Go breakfast begins at 7:10 am

**Charity Adams Earley Girls Academy
Cleveland Elementary School
Edison Elementary School
Kemp Elementary School
Louise Troy Elementary School
Ruskin Elementary School
Valerie Elementary School**

High Schools

7:45 a.m. – 2:45 p.m.

Grab & Go breakfast begins at 7:30 am

**Dunbar Early College High School
Ponitz Career Technology Center**

8:10 a.m. – 3:10 p.m.

Grab & Go breakfast begins at 8:10 am

**Fairview Elementary
Horace Mann Elementary School
Rivers Edge Montessori School
Rosa Parks Early Learning Center Preschool
Stivers School for the Arts Middle School
Westwood Elementary School**

8:00 a.m. – 3:00 p.m.

Grab & Go breakfast begins at 7:45 am

Thurgood Marshall High School

9:00 a.m. – 4:00 p.m.

Grab & Go breakfast begins at 8:45 am

**Belmont High School
Dayton Digital Academy
Meadowdale High School
Stivers School for the Arts High School**

9:00 a.m. – 4:00 p.m.

Grab & Go breakfast begins at 9:00 am

**Belle Haven Elementary
Eastmont Elementary School
Kiser Elementary School
Roosevelt Elementary School**



2019 – 2020 DISTRICTWIDE SCHOOL YEAR CALENDAR

AUGUST 2019				
M	T	W	T	F
			1	2
5	6*	7	8	9
12★	13	14	15	16
19	20	21	22	23
26	27	28	29	30

FEBRUARY 2020				
M	T	W	T	F
3❖	4	5	6	7
10	11	12	13	14
17H	18	19	20	21
24	25	26	27	28

2019-2020 Calendar

Aug 06	Convocation, ½ Day for Teachers
Aug 07 - 08	Professional Development Days
Aug 09	Teacher Work Day
Aug 12	First Day for Students
Sept 02	Labor Day Holiday / District Closed
Oct 11	End of First Quarter / Students Report (43 Instructional Days)
Oct. 14 – 17	Parent Conference Evening/ 3.5 Hours
Oct. 18	Conference Exchange Day/No Teachers or Students
Nov 05	Teacher Professional Development Day/No Students
Nov 25 - 26	Teacher Professional Development Days/No Students
Nov 27	Thanksgiving Break / No Teachers or Students
Nov 28 - 29	Thanksgiving Holiday / District Closed
Dec 20	End of Second Quarter / Students Report (44 Instructional Days)
Dec 23 – Jan 03	Winter Break / No Teachers or Students
Dec 24 - 25	Christmas Holiday / District Closed
Dec 31, Jan 01	New Year's Holiday / District Closed
Jan 06	Students Return
Jan 20	Martin Luther King, Jr. Day Holiday / District Closed
Feb 03	Winter Break / No Teachers or Students
Feb 10 - 14	Parent Conference Evening / 3.5 Hours
Feb 17	Presidents' Day Holiday / District Closed
Mar 13	End of Third Quarter / Students Report (47 Instructional Days)
Mar 23-27	Spring Break / No Teachers or Students
Mar 30	Students Return
April 10	Good Friday Holiday / District Closed
May 21	Last Day for Students 2-Hour Early Dismissal (PK-12) / End of Fourth Quarter (43 Instructional Days)

SEPTEMBER 2019				
M	T	W	T	F
2H	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

MARCH 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13 Q
16	17	18	19	20
23❖	24❖	25❖	26❖	27❖
30	31			

OCTOBER 2019				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11 Q
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10H
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

NOVEMBER 2019				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27❖	28H	29H

MAY 2020				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 QD	22 *
25H	26	27	28	29

DECEMBER 2019				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20Q
23❖	24H	25H	26❖	27❖
30❖	31 H			

JUNE 2020				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

JANUARY 2020				
M	T	W	T	F
		1 H	2❖	3❖
6	7	8	9	10
13	14	15	16	17
20H	21	22	23	24
27	28	29	30	31

JULY 2020				
M	T	W	T	F
		1	2	3H
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Legend

- ★ Schools Open for School Year
- Days of Instruction
- Q End of Quarter
- H Holiday
- ❖ Break
- Teacher Contract Day
- D 2 Hour Early Dismissal
- * ½ day for teachers

Parent Conferences

Each school will designate one evening for parent conferences during the weeks of:

- October 14, 2019
- February 10, 2020

Test Dates

Fall 2019 Testing

Spring 2020 Testing

Religious Holidays

Eid al-Fitr	6/4/19	Diwali	10/27/19
Eid al-Adha	8/11/19	Hanukkah	12/30/19
Rosh Hashana	10/1/19	Christmas	12/25/19
Yom Kippur	10/9/19	Kwanzaa	12/26/19
		Easter	4/12/20

Mission Statement

To equip our students to achieve success in a global society by implementing an effective and rigorous curriculum with fidelity.



Preschool Half-day Bell Schedule

Horace Mann PreK-6

Morning session	8:10 AM – 11:10 AM
Afternoon session	12:10 PM – 3:10 PM

Rosa Parks Early Learning Center

Morning session	8:10 AM – 11:10 AM
Afternoon session	12:10 PM – 3:10 PM

EXCUSE NOTE FOR ABSENCE

My child _____ was absent on _____ for the

following reason:

____ Personal Illness ____ Illness in Family ____ Quarantine of Home

____ Death in Family ____ Observance of Religious Holiday

____ Educational Trip ____ Emergency (please explain) _____

____ Other _____

TEACHER: _____ ROOM #: _____

SIGNATURE OF PARENT/GUARDIAN: _____

RELATIONSHIP TO STUDENT: _____ DATE: _____

EXCUSE NOTE FOR ABSENCE

My child _____ was absent on _____ for the

following reason:

____ Personal Illness ____ Illness in Family ____ Quarantine of Home

____ Death in Family ____ Observance of Religious Holiday

____ Educational Trip ____ Emergency (please explain) _____

____ Other _____

TEACHER: _____ ROOM #: _____

SIGNATURE OF PARENT/GUARDIAN: _____

RELATIONSHIP TO STUDENT: _____ DATE: _____



PRESCHOOL CONTACT INFORMATION

Please have this information ready for quick reference to better help you when you call.

STUDENT'S NAME _____

TEACHER'S NAME _____

ROOM NUMBER _____

CLASSROOM PHONE NUMBER _____

SCHOOL DAY START TIME _____

SCHOOL DAY DISMISSAL TIME _____

SCHOOL ADDRESS AND PHONE NUMBER: _____

BUILDING PRINCIPAL: _____

Preschool offices are located at:

115 S. Ludlow St.

Dayton, OH 45402-1812

Department Phone Numbers:

Karen Lombard – Director

542-3325

Loise Ferguson – Curriculum and Instruction Secretary

542-3319

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PUBLIC SCHOOLS

Early Childhood Education Program

2019 – 2020 SCHOOL YEAR

CONFIRMATION PAGE

Please sign, date, and return this sheet to your child's preschool teacher.

Please indicate:

_____ I have read and understand the Dayton Public School District
Preschool Parent handbook.

_____ I am requesting an opportunity to review the information with a
Preschool staff member.

Child's name _____

Parent/Guardian signature _____

Date _____

Please complete and return by September 13, 2019.

Mission

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