



Parent Handbook

2024-2025

North Campus

Primary Village North

6450 Marshall Rd
Centerville, OH 45459
Phone: 937-438-6062
Fax: 937-438-6076

South Campus

Primary Village South

8388 Paragon Rd
Centerville, OH 45458
Phone: 937-312-1273
Fax: 937-312-1274

Preschool Principal: Andrea Contestable
937-438-6030 ext. 4707

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Centerville Preschool Staff

Preschool Principal: Andrea Contestable

Secretary: Kathryn Collins

Teachers / Paraprofessionals:

North: Elise Henderson, room 24

Chrissy Moore

Jennifer Nangle

Mary Smith, room 25

Dottie Atkins

Anna Cordonnier

Amy Mount, room 27

Susie Ruffolo

Rotating Assistants

Tiffaney Schaffer, room 28

Ann McMann

Suzanne Millard

Amy Nigro, Intervention Specialist

South: Hilarie Moreira, room 22

Brenda Collins

Skylar Shane

Amy O'Grady, room 23

Julie Ashley

Marcia Griffin

Emma King, room 24

Laura Smith

Suzanne Finke

Mandi Miller, room 25

Katie Johnson

TBD

Janelle Bailey, room 26

Heidi Orsag

Kathy O'Malley

Renee Horcher, room 27

Carol Helm

Sarah Fowler

Annie Uhlenhake, Intervention Specialist

School Psychologists: Andrea Contestable

Alison Kolber-Jamieson

Speech/Language Jill Knight

Pathologists: Michele Ellinger

Jane Palmer

Occupational Therapist: Molly Stahl (PVN)

Amy Baron (PVS)

Physical Therapist: Mikayla Stiles (PVS)

Bobby Moushon (PVN)

Nurse: **North:** Yvonne Lemming

South: Stacey Hoffman

Introduction

The Centerville Preschool is a licensed program which began in the Fall of 1994 in Centerville City Schools. Our preschool provides play-based developmentally appropriate activities in a safe and nurturing environment for children ages three to five years old. We serve children with special needs integrated with typically developing peer role models. Our curriculum is aligned with the Ohio Department of Education's Early Learning Content Standards. The staff of Centerville Preschool is certified and licensed and will participate in continuous child development professional opportunities. Our staff includes the preschool teacher and classroom assistant, as well as school psychologists, school nurses, speech and language pathologists, an occupational therapist and a physical therapist. These specialists address the needs of children with disabilities but often will work with small groups of children including those without disabilities. The Staff of Centerville Preschool welcomes you and your child to our program. We hope you find this handbook helpful. If you have questions or concerns, please do not hesitate to contact us.

Mission Statement

We believe that building a positive, supportive connection between home and preschool sets the foundation for, and influences, future success in school and in life. Through relationships between children and adults, and through interaction with materials, we will foster the development of the whole child by providing natural experiences, which are relevant to the child's world. We will accommodate and support individual differences as we strive to help each child become an observer, investigator, explorer, discoverer, problem-solver, and life-long learner.

Curriculum Goals

Language Arts – The children will gain skills necessary for the development of listening, comprehension, oral and written language that promotes life-long literacy.

Math – The children will become problem-solvers and mathematical thinkers by making connections between mathematical concepts that relate to the world around them.

Science – The children will investigate and interact with concrete objects in order to develop an understanding of scientific concepts.

Social Studies – The children will learn how people live, work, get along with each other and solve problems.

Art/Music/Physical Education – The children will gain an appreciation for art and music, and develop motor skills necessary for creative expression and movement.

Our Philosophy

The first five years of a child's life set the foundation for, and influence, future success in school and in life. In the Centerville Preschool, we strive to provide a comprehensive preschool experience designed to enhance the child's social/self-help, communication, cognitive, and physical growth. Children's learning occurs in these domains in an interrelated and interdependent manner.

We believe that children with special needs should be integrated as much as possible with their typically developing peers. A child with a disability is always a child first. Children are much more "alike" than they are different. Therefore, the same learning principles apply to all preschoolers.

We have a Reggio Emilia inspired philosophy along with High Scope curriculum that both the teacher and children are co-constructors of knowledge. Observation, communication, and reflection are essential elements of our child-centered program. There is not a set of curricular activities or a map of specific topics to teach. The children, along with teacher, observe, reflect, and learn together through exploration and investigations of topics of interest. Topics may be generated by the teacher's careful observation of child interests, child-initiated questions, and/or a collaboration between both the teacher and the child. Investigations or projects may be short or long in duration. The exchange of ideas between educators, children, and parents is also fundamental and welcomed.

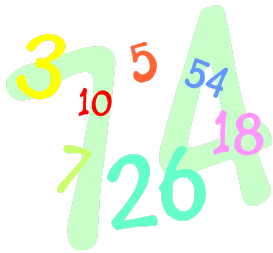
Activities that are concrete, real and relevant to the child's life enhance cognitive development in children. Activities that are child-centered rather than teacher-directed are preferred. As children investigate, manipulate and experiment with materials through play, they learn to construct their own knowledge. Classroom staff guides, expands, and stimulates the children's thought processes.

An intriguing physical environment is designed to offer opportunities for both indoor and outdoor exploration, quiet and active play, self-selected or teacher selected play, and individual, small and large group activity. The environment in the Reggio philosophy is often considered the "third educator". The natural environment around us is very important. This environment will provide for intellectual stimulation, social and language development, and physical development. Above all, experiences are thought provoking and open-ended and fun!

Acquisition of all these skills and concepts will take place gradually and according to each individual child's continuum for growth. The process will be guided and encouraged, but not rushed or forced. Concepts are introduced, defined, extended and reinforced throughout the child's early childhood experience in ways that will enhance individual growth and promote self-esteem.

Documentation gives insight to the learning process. Cameras, video, dictation (children's words, comments, thoughts, and conversations), journals, portfolios, documentation panels, work products, artwork, writing, and thought provoking questions/reflections for home in newsletters or emails assist the teacher and child in revisiting their experiences and learning. Documentation fosters teacher observation, reflection, and analysis/assessment.

A basic ingredient to future educational success is a positive self-image which is developed to great degree during this preschool period. Multicultural, non-biased experiences, as well as age and developmentally appropriate equipment and material are provided for children to develop their self-esteem while encouraging their acceptance of others. Classroom staff model behavior based on respect for others, which is then observed and emulated by children.



PRESCHOOL PROGRAM GOALS

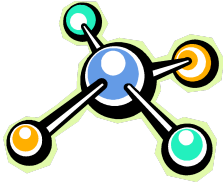
- Develop a positive self-concept and attitude toward learning in each child.
- Develop relationships of mutual trust and respect with adults and peers.
- Develop an increased awareness, tolerance and acceptance of individual differences.
- Incorporate individual needs and viewpoints in an integrated, culturally sensitive environment.
- Encourage each child to care for their own personal needs.
- Improve each child's ability to express and comprehend thoughts, ideas, needs and feelings in order to communicate effectively with others.
- Encourage the child's innate sense of curiosity and construction of knowledge.
- Encourage the child's development of critical thinking and problem solving skills.
- Strengthen each child's acquisition of gross and fine motor skills.



A Typical Preschool Day

Our space consists of 3 to 5 main classrooms with a commons area in the same “Neighborhood”. A typical day usually includes the following:

- **Arrival:** Typically, when the children arrive, they make simple choices in the room to work until all of their friends arrive.
- **Greeting:** The children sit together at the easel to do opening activities that their individual teacher has planned (ex. say hello to each other, sing a song(s), talk about the events of the day/schedule, interactive reading, shared reading, interactive writing, shared writing/news, story)
- **Choice Time/Centers:** The children make choices to work with specific materials in the room and/or work in small groups or individually with the teacher.
- **Snack:** The children have snack together in their room. Staff members promote manners, social conversation, and communication skills during snack.
- **Gross Motor:** We go outside to the playground for movement and exercise (weather permitting). If the weather isn't cooperating, we move and exercise to music on CD's, sometimes use the gym when it is vacant, utilize the commons area for activities, etc.
- **Circle Time:** Specific activity for the children to target certain skills or content.(May involve project-work, interactive reading, shared reading, interactive writing, shared writing)
- **Art Day:** Community space, kitchen and art room are also available for “art” oriented activities or other activities like cooking or project work.
- **Music:** We sing and dance together to reinforce content, explore rhythms, move with a purpose, and have fun.
- **Closing:** The children gather with their class to end the day with a small activity, reflection of the day, and/or song.
- **Related Services:** We have Speech Therapists, Occupational Therapists, and Physical Therapists who service the children both individually and in the classroom. They are a great resource to have and help with many of our activities!



Discovery Time Centers



*While at the **writing center**, children experience pre- writing and writing activities that are designed to build literacy and fine motor skills. Children are encouraged to draw, scribble and to use inventive spelling to convey a message or story.

*Children create, interact and build, using language and problem-solving skills in the **block area**.

*The **dramatic play** area allows children to explore a variety of family, social and community roles; language opportunities; social situations; and different play scenarios in an engaging manner.

*The **math and science center** invites children to experience number concepts, spatial awareness and geometric activities, patterning and logic, problem-solving, social games and turn-taking, and observation/analytical opportunities.

*The **art and sensory** area includes various art experiences and materials, hands-on tactile activities, and other opportunities to create, explore, and discover.

***Reading and Listening** centers offer children a chance to experience literature. We encourage individual and “buddy reading.” Children learn to turn pages one at a time, from the front to back of the book, and to tell stories to go with the pictures.

***Puzzles and Games** offer children the opportunity to take turns, problem-solve and to use positive social interaction skills.

REGISTRATION

Centerville Preschool will not discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin.

Registration of typically developing students, who must be age 3 or older by August 1st of the pending school year, is completed by a lottery process with the exception of first priority students. The following student groups are given first priority in admission to the preschool: returning preschool students already enrolled, age-eligible siblings of returning preschool students, siblings of preschool students with disabilities, and children of employees of Centerville City Schools. All other openings in the preschool are filled by lottery from among those who are registered on February 1st through February 9th. Generally speaking, students will be accepted based on their lottery draw or the date and time of application after February 9th. However, the needs of the program may override this general principle. For example, the age and gender composition of each class will generally reflect Centerville's student population. After openings are filled by the lottery, children with later lottery numbers are placed on a Waiting List if new openings arise. Our website:

<https://preschool.centerville.k12.oh.us/> has more registration information.

Enrollment is open to all three and four year olds. All enrolled students must have a developmental screening within 60 business days of enrollment.

Transportation is provided for the typical students.

Preschool registration for the 2025-2026 school year will begin on Saturday, February 1, 2025. Registrations will be accepted from 8 AM on February 1st through 3 PM on February 7th, and will continue until all openings are filled

Those interested in entering their typically developing child in the preschool program may do so by completing the forms posted on the web or at the schools the first week of February. The lottery will be conducted on February 14th. Families will be notified by February 18th if their child is selected. Students chosen through the lottery will be invited to attend a mini preschool class as a screening for possible placement. Children attending PVS will be screened in June or August. During the screening parents are asked to stay and learn more about the program.

ASSESSMENTS

Documentation gives insight to the learning process. Cameras, video, dictation (children's words, comments, thoughts, and conversations), journals, portfolios, documentation panels, work products, artwork, writing, and thought provoking questions/reflections for home in newsletters or emails assist the teacher and child in revisiting their experiences and learning. Documentation fosters teacher observation, reflection, and analysis/assessment.

Brigance Early Childhood Screens-III (0-35 Months & 3-5 years)

It is an individually administered developmental screener measuring physical, academic/cognitive, language, self-help and social-emotional skills. It takes 10 to 15 minutes to administer. This is an approved ODE screening assessment tool. Each teacher will administer the measure prior to 60 days of enrollment. The parents are given a letter informing them that their child will be screened as a part of the program. Parents receive a copy of the front page of the assessment overall score and next steps. Teachers are available daily through phone calls and email. Meetings can also be scheduled. Parent teacher conferences occur in November and March. However, meetings can occur throughout the year at teacher or parent request. Parents are welcome to contact the program staff with any questions.

The Developmental Indicators of Assessment for Learning-4th

The Developmental Indicators of Assessment for Learning-4th Edition (DIAL-4) is used to screen *social emotional and self-help skills* for incoming children new to the program in the spring/summer. Parents complete a rating scale for both self-help and social development. The DIAL-4 is used for children ages 2.6 to 6.11 years old. It yields norm-based standard scores; percentiles, and descriptive ranges. A low average score indicates a weakness but not a potential or significant delay. Parents receive a copy of the front page of the assessment overall score and next steps.

Early Learning Assessment

Ohio's Early Learning Assessment (ELA) is a tool for teachers of preschool-age children to identify the current level of each child's skills, knowledge and behaviors in the areas of Social Foundations, Language and Literacy, Mathematics, Science, Social Studies, Physical Well-Being and Motor Development, as well as the Fine Arts. The Early Learning Assessment is not a test. Your child will not have to complete questions or provide test answers. Teachers use the information they collect to plan activities and opportunities

that will support the continued growth of each individual child. Teachers complete the assessment by observing children during everyday activities and routines. The Early Learning Assessment is part of a continuous process of knowing about each child's learning and development throughout the year, and using that information to help plan learning opportunities that are just right for each child. Programs that are required to complete the assessment must do so twice a year, once during the fall and once during the spring for all preschool age children as a standard based comprehensive assessment to all students. Teachers share information regarding each child's progress within Ohio's Early Learning Developmental Standards during parent/teacher conferences and on the standards-based progress report card.

Child Outcome Summary

The Early Childhood Outcomes Summary (COS) is used by preschool special education teachers rate every preschool child with a disability using a 7-point scale to document the child's progress in each of three categories. The COS captures information on children's progress in the acquisition and use of knowledge and skills, (including early language, communication and early literacy), positive emotional skills (including social relationships) and the use of appropriate behaviors to meet their needs. The three child outcomes, measured by early intervention and early childhood special education systems, encompass functional skills and behaviors that are meaningful for a child's participation in everyday routines. They cut across developmental domains to represent the integrated nature of how children develop, learn, and thrive. The breadth of these outcomes provides a framework for describing and consistently measuring children's functional skills and behaviors across settings and situations. Districts are required to report child outcomes data within 30 days of the determination of eligibility and annually thereafter to ODE.

Information for ASQ and COS assessments is gathered from teachers, therapists, parents and other caregivers. Most of this information is collected in a variety of ways such as correspondence with parents (e-mail, phone calls, home/school notes), home visits, individualized education plan meetings, consultation meetings with therapists, and during fall and spring parent/teacher conferences.

SCHOOL FEES

The tuition for students who are typically developing (peer models) at Centerville Preschool is \$225 per month (\$2025.00 per year), due on the first of the month. Please pay the 25/26 Deposit by June 7, 2025. This deposit holds your spot for the 24/25 School Year and covers tuition for Aug/Sept.

We accept cash or check. Payments can be dropped off in the locked box in the PVS or PVN office area or mailed to school. Please make checks payable to Centerville Preschool.

You can also set up an "Automatic Bill Pay" through your bank. Your account number is your child's name. Please make checks payable to Centerville Preschool.

The district uses an online payment system called PaySchools for families that wish to pay student fees online using a credit card. After August, you will need to create a new account by visiting www.payschoolscentral.com and clicking on Register, entering your profile details, setting up your password via the email link that PaySchools sends to you, then logging in. Please note that you will need your child's student ID number to complete the registration process.

Those who do not wish to pay fees online may submit their payment to their child's school office. If you have questions about fees, please contact your child's school. There is also a one-time \$50.00 material fee made payable to the school.

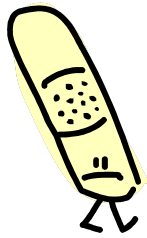
LICENSURE

Our preschool program is inspected at least annually by the Office of Early Learning and School Readiness Department of the Ohio Department of Education, either in the Fall and/or in the Spring. Compliance reports should be received by us shortly following each inspection. Our license certificate is posted in the preschool office and in each classroom. Parents are welcome to request a copy of the compliance report.

POLICY ON HEALTH AND SAFETY HEALTH RECORDS



All children must have a physical examination within 30 days of when they begin school. The State of Ohio requires that a health record be signed and dated by a Medical Doctor every 13 months. All of the child's immunizations must be up to date. There is also a dental screening requirement from the State of Ohio that must be completed. Health forms will be provided as part of the preschool packet and can also be found on the Preschool website. **If there is not a health record on file within 30 days of enrollment and annually thereafter, the child may be excluded from school until the information is received.**



ILLNESS AND COMMUNICABLE DISEASES

It is our desire to keep the children and the school staff as healthy as possible. We need your cooperation.

If your child has symptoms of illness such as a runny nose, red or runny eyes, fever, vomiting, diarrhea, we ask that you keep him/her home. Home rest will help your child regain his/her health and also prevent spreading the illness to others. Please contact Kathryn Collins at 937.438.6030 ext. 4709 (kathryn.collins@centerville.k12.oh.us), if your child will be absent from school.

If the child has a fever of 100 degrees, they may not attend until fever free without the use of medication for 24 hours.

If the child has COVID-19, the child should follow their physician's orders as well as follow Centerville City Schools guidelines in coordination with the Public Health Dayton and Montgomery County.

GENERAL HEALTH INFORMATION

- Many staff members are trained in first aid and emergency procedures.
- A small first aid kit is located in each classroom.
- When a child is mildly ill and does not feel well enough to participate in activities, a parent/guardian will be contacted.
- No medication will be dispensed by the staff unless your doctor has completed a Medication Authorization form. These forms are available at the office.
- Your child can be readmitted to preschool 24 hours after all signs of an illness have disappeared without the aid of medication for fevers, etc.
- Symptoms for which a child shall be discharged from the preschool are: vomiting, diarrhea, severe coughing, difficult or rapid breathing, yellowish skin or eyes, conjunctivitis, a temperature of 100°F, untreated infected skin patches, lice, stiff neck, unusually dark urine and/or gray or white stool.
- If your child appears to have any of the above-mentioned symptoms, arrangements will be made to isolate the child with proper supervision and care until a parent or authorized emergency friend comes to get the child. Care will include a cot and blanket in a supervised area.
- If your child shows any signs of illness or communicable disease (measles, mumps, chicken pox, etc.), he /she should be kept at home. We ask that you notify the school if your child has a communicable disease or has been exposed to one so that other parents can be notified if deemed necessary.



SAFETY POLICY

- No child will be left alone or unsupervised during inside or outside school activities.
- Upon arrival or dismissal, every child must be accompanied by a parent/guardian or authorized adult. Children cannot leave the building unless accompanied by one of the above adults.
- A monthly fire drill will be planned and executed by the PVN /PVS Principals. Tornado drills are also conducted periodically. A "Stay Put" safety drill will also be conducted at least once a year. Emergency plans for tornadoes and fires are posted inside the classroom.
- In case of an accident, the parent/guardian or emergency contact and paramedics (if necessary) must be notified immediately. An accident report must be completed by staff and approved by the Director/ Principal.
- Parents are responsible for keeping the Emergency Medical Form information current. Changes should be given to the staff in writing.
- No aerosols will be sprayed in the preschool classroom while children are present.
- The staff of Centerville Preschool are required by law to report any signs of child abuse or neglect to Montgomery County Children Services or the Police.

DISCIPLINE POLICY

Students and staff will work in a collaborative approach to develop expectations that promote good manners and a positive social interaction. All discipline is handled in a positive, respectful and consistent manner. Good listening skills and general rules are posted in the classroom and are reviewed with the children frequently. Talking with a child about his/her behavior or giving them time to think about good and bad choices usually helps most discipline problems. We attempt to help each child gain confidence and knowledge that will develop their self-regulation skills.



FOOD ALLERGY AWARENESS

The incidence of food allergies in our student body continues to increase. Every year we enroll more students with peanut, nut, and other severe allergies that may be life threatening. Therefore, Centerville City Schools has adopted Food Allergy Guidelines and has decided to refrain from any activities involving peanut butter, peanuts, or nuts in the preschool, kindergarten, and elementary. "Allergy Free" tables will be available during lunch at the kindergarten and elementary levels.

Parents are encouraged to bring non-food items for birthday treats. Please contact your child's teacher before sending any food items to school for birthdays, school parties, etc. The teacher will be able to give you allergy information relevant to your child's class.

If you have a child who has food allergies, please contact your child's teacher and nurse and complete a food allergy form.



TOYS FROM HOME

The preschool is well supplied with appropriate toys for each child's age and developmental stage. These materials help the children learn to share, trade and initiate activities. We therefore request that toys not be brought from home.

The exception is if your class is having a designated sharing or "show and tell" day. On that day, your child is encouraged to bring in an item from home. That item is to be left in the backpack or placed in a cubby until the appropriate sharing time. Please be sure your child's name is on his/her "sharing" item.

We ask that all toys remain at home. If a child needs a "comfort" object, we will work with your family to see if something can remain at school.



SNACKS

The district provides a daily snack for our preschool program. The snack calendar can be found on our website: <https://preschool.centerville.k12.oh.us/learning>.

If your child has any food allergies, please alert the preschool staff and complete the Food Allergy form.

DELIVERY AND PICK-UP OF CHILDREN

Arrival and Dismissal

If your child is being transported by a daycare, please request that the daycare be prompt for arrival and dismissal.

If someone unfamiliar to the staff is to pick up your child, please notify us in writing and make your child aware of the change. Please keep in mind that the staff may ask for identification from this person to be sure that this is your authorized replacement! A written note signed by the parent is required. It is difficult for us to take last minute phone calls. Please limit them to emergencies only. If you are carpooling, please fill out our alternate transportation form.

Primary Village North

If you are transporting a preschool child, you may use the circle drop off or park your car and walk your child to the Cooking Classroom doors for both arrival and dismissal. Upon arrival, staff will greet and escort children to their classrooms.

At the end of the day, preschool staff will bring children to the door closest to Cooking classroom for parent pick-up if they are not riding a bus. Children need to be picked up promptly at dismissal time. For the safety of your child, you may be asked to provide Identification. Children utilizing bus services, will also walk or be escorted through the Cooking classroom entrance.

Primary Village South

Parents may park their car and bring children to the main entrance. Preschool staff may escort children to their classroom or you may sign in at the front desk, obtain an identification badge, and escort your child to his/her classroom.

Parents may opt to use the parent drop off that is closest to the playground **only for the morning classes.** When dropping off, please alert staff that your child is preschool so that they could be escorted inside the building. If no staff are present, you must park your car and escort your child to the main entrance.

We do not have the staff to offer each child an escort from their parent's car into school for the afternoon session. Afternoon Session parents or guardians will need to park their car and escort their child to the gym door entrance where a preschool staff member will be waiting until 11:55 a.m. After 11:55 a.m., parents will need to escort their child to the front entrance and check in with the office.

Parents may always park their car and bring children to the main entrance. Preschool staff may escort children to their classroom or you may sign in at the front desk, obtain an identification badge, and escort your child to his/her classroom.

This is necessary to keep preschool children monitored and safe. We appreciate your support in this matter.

Children need to be picked up promptly at dismissal time. At dismissal time, the staff will accompany the children to board the buses. If you are picking up your child from school, you are asked that you park your car, enter through the gymnasium door (which is on the right side of the gym near the playground), sign out your child and walk them to your car. For the safety of your child, you may be asked to provide identification.

DRESS CODE



Please label all of your child's belongings with his/her name

Preschool is an active environment so please dress your child in play clothes. The children will be exploring all kinds of art and other materials that may be messy. Children wear protective smocks for art but accidents and spills still happen. The children will be climbing on play equipment that can be slippery so gym shoes are recommended for safety.

Please provide an extra set of clothing for your child in case of accidents, spills, etc. Place the clothes in a zip-lock bag labeled with your child's name that can be kept at school. Should your child need to change clothes at school, please remember to return an extra set the next school day.

Outdoor play will be provided as often as weather permits so dress your child for the weather each day. On sunny days, we recommend that you apply sunscreen prior to sending your child to school. Gloves, mittens, and hats are recommended during the colder months.



Holidays and Birthdays

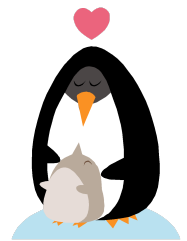
The preschool class has two celebrations each year. Fall and Winter.

We encourage the recognition of birthdays. If your child has a summer birthday, we will gladly celebrate a "half" birthday during the school year. Please let your child's teacher know in advance.

We prefer food or items from home not be sent into school, especially without teacher consent, as some children have specific diets; however, we make every effort to acknowledge and celebrate this special day for your child.

PARENT PARTICIPATION

The parents at Centerville Preschool are a key component to the success of our program and the enthusiasm generated by the children. Your special skills and talents are appreciated and we can always use your help. We will contact you early in the school year with a survey regarding volunteering including your preferences and availability. Our Parent Teacher Organization is vital to our success and we encourage your involvement. Meetings are held once a month to support preschool thru first grade programming, parent education and family events.



Home visits may be scheduled to address specific program goals and plans. The visits should be a relaxed time to jointly share ideas and information about your child.

Please take time each day to check your child's school bag for information from school and/or activities completed that day. Please read parent newsletters for other opportunities to become involved.

Parents of children enrolled in the program shall be permitted unlimited access to the school during its hours of operation to contact their children, evaluate the care

provided by the program, the premises, or for other purposes approved by the director. Upon entering the premises, parents shall report to the school office.

The team may utilize email, Zoom, Google Resources, and the Parent Square app to increase parent participation.

PARENT-TEACHER CONFERENCES

Parent/Teacher conferences will be held following the first and third quarters. This is an opportunity for parents and teachers to share ideas, impressions, concerns and information about the child and his/her environment both at home and at school. Of course, parents can make appointments with the teacher throughout the year as deemed necessary. Phone and e-mail contact are also welcomed.



Per parent request or health needs, zoom conferences may also be used for conferences and meetings to meet parent and health needs.

SCHOOL CANCELLATIONS AND DELAYS

In the event that the Centerville City Schools are closed due to snow or extreme weather, Centerville Preschool will also be closed. In the event of a 2-hour delay, the preschool will follow the kindergarten schedule for Centerville City Schools:

AM preschool will start at 10:10 AM and end at 11:50 AM.



PM preschool will start at 12:55 PM and end at 2:35 PM.

We will continue to announce a school cancellation when the severity of a storm allows us to do so at the beginning of the school day by 6 a.m. You will receive a call from the district system, and if you are unable to answer, the system will leave a message. Please wait until the message is received and listen to your voicemail.

Area television and radio stations will also be notified of a school closing due to a weather emergency. In addition, you can check Centerville Schools' website, www.centerville.k12.oh.us, or check your local TV/radio channels for the latest information.

CALENDAR

Centerville Preschool operates Monday through Thursday beginning August 21, 2024 through May 29, 2025. We will follow Centerville City Schools Elementary building calendar for all holidays, in-services and conferences.

2024-2025 Preschool Calendar

2024-2025

AUGUST 2024

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

Aug 12 All Staff Meeting
 Aug 14 First day for K-1
 Aug 21 First day for Preschool

SEPTEMBER 2024

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

Sept 2 Labor Day - Closed

OCTOBER 2024

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

Oct 14 No School
 Oct 23 (PM) & 24 P/T Conf
 Oct 24 & 25 No School

NOVEMBER 2024

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

Nov 27 Work Day - No School
 Nov 28-29 Thanksgiving Break

DECEMBER 2024

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

Dec 23-31 Winter Break →

JANUARY 2025

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

Jan 1-3 Winter Break
 Jan 20 Martin Luther King Day

FEBRUARY 2025

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

Feb 17 Presidents' Day

MARCH 2025

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Mar 21 Work Day - No School
 Mar 24-28 Spring Break

APRIL 2025

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

MAY 2025

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

May 26 Memorial Day
 May 29 Last Day for Preschool Students

	Child Days
	No School

Behavior Management/Discipline

(A) A preschool staff member in charge of a child or a group of children shall be responsible for their discipline.

(B) The center shall have a written discipline policy describing the center's philosophy of discipline and the specific methods of discipline used at the center. This written policy shall be on file at the center for review. Constructive, developmentally appropriate child guidance and management techniques are to be used at all times, and shall include such measures as redirection, separation from problem situations, talking with the child about the situation, and positive reinforcement for appropriate behavior. The center's written discipline policy is to comply with this rule, section 3319.46 of the Revised Code and rule 3301-35-15 of the Administrative Code.

(C) Behavior management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises. If suspension, expulsion, and removal policies exist, they are to be written in accordance with section 3313.66 of the Revised Code.

(D) The center's actual methods of discipline shall apply to all persons on the premises. In addition to the restrictions outlined in rule 3301-35-15 of the Administrative Code, the following apply:

(1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such

as, but not limited to, punching, pinching, shaking, spanking, or biting.

(2) No discipline shall be delegated to any other child.

(3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, so the child may regain control.

(4) 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.

(5) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.

(6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.

(7) Techniques of discipline shall not humiliate, shame, or frighten a child.

(8) Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.

(9) 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.

(10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

(11) A staff member who suspects that a child has been abused or neglected is to immediately notify the public children services agency and a serious incident report is to be completed and submitted to the department in accordance with section 2151.421 of the Revised Code.

(E) The parent of a child enrolled in a center shall receive the center's written discipline policy. The center is to communicate and consult with the parent prior to implementing a specific behavior management plan. This plan will be consistent with this rule and in writing and signed by the parent.

(F) All preschool staff members shall receive a copy of the center's discipline policy for review upon employment.

PARENT / COMMENT CONCERN PROCEDURE

We welcome your comments. Please contact us if you have any concerns or questions regarding our preschool and /or your child's early childhood program.

If your child has an IEP and you have concerns regarding your parental rights or your child's program, please contact us so that we may attempt to resolve them.

Thank you,

Centerville Preschool Staff

438-6030 ext. 4707

Andrea.Contestable@centerville.k12.oh.us





Ohio Department of Children and Youth

This preschool program is licensed by the Ohio Department of Children and Youth and follows Ohio's Early Learning Content standards. Our curriculum is High Scope and Ohio's Early Learning Developmental Standards are on-line.

Department personnel are available to discuss any concerns or complaints you have as a parent.

If you have concerns regarding the classroom environment, teacher qualifications, health and safety conditions, the number of children, care of the children or similar matters, please call:

(614)466-0224 or toll-free (877)644-6338

Ask for Preschool Program Licensing.

If your child has an IEP and you have concerns regarding your parental rights or your child's program, please call:

(614) 466-0224 or toll-free (877) 644-6338