

Ohio University
Child Development Center
Parent Handbook

Horse Barn Lane
The Ridges
Athens, Ohio
740-593-1819

THE OHIO UNIVERSITY CHILD DEVELOPMENT CENTER

LICENSED BY THE OHIO DEPARTMENT OF JOB AND FAMILY SERVICES

Accredited by The National Academy of Early Childhood Programs

The Ohio University Child Development Center accepts children regardless of race, color, religion, sex or national origin.

All parents, students and employees are required to sign a statement, which is kept in their folder verifying that they have received and reviewed the parent handbook. We also do a preadmission meeting before each family is admitted.

License certificate and inspection report is posted on the bulletin board in the main hallway.

The toll free complaint number for the
OHIO DEPARTMENT OF JOB AND FAMILY SERVICES is
1-866-886-3537, option 4

The OUCDC tax I.D. is 32.6402113

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Mission

Ohio University Child Development Center
Mission Statement

The Ohio University Child Development Center serves as a model of best practices in early childhood education for children, families, students, faculty, and the community. There is a three fold mission:

Education of Children ages six weeks through five years old:

- Providing a challenging curriculum based on Developmentally Appropriate Practice (DAP) and influenced by Constructivism and the Reggio Emilia Approach
- Strengthening relationships between children, families, the Center and the community

Professional Education of Students:

- Professional education for students majoring in Early Childhood Education
- Professional education for students in various university departments and from the surrounding communities

Site for Research:

- Research by staff, faculty, and students in Early Childhood Education, Child Development, Teacher Education, Curriculum, and Educational Studies
- On-going contributions of knowledge to the field of Early Childhood Education

Values Statement

We Believe:

- Children are capable individuals with the ability to construct their own knowledge.
- In modeling best practices by creating a nurturing and challenging environment for children and practicum students
- In providing young children, students and families opportunities for interaction, engagement and reflection that creates a community of life long learners.
- Children should be active participants in the world around them i.e. our homes, our neighborhoods, the Center, the Ridges, the University, Athens...the world!

Image of the Child

Although our image of the child is ever evolving, the following are words and/or phrases that express what we know and value in child:

family-oriented	quiet	emotional
funny	mischievous	independent
ever-changing	explorers	intriguing
creative	carefree	competent
curious	ornery	moody
impulsive	social	observant
cooperative	sensitive	competitive
dramatic	spontaneous	passionate
impressionable	loving	fun
fearless	picky	leaders
egocentric	strong-willed	constructors of knowledge
eager to try new things	capable	unique individuals
loud	territorial	followers
empathetic	strong	kind
motivated	intelligent	

Professional Education of Students

The OUCDC serves as a practicum site for students majoring in Early Childhood Education in the Patton College of Education and Human Services. Over four years, these teacher candidates spend over two hundred and sixty hours at the Child Development Center. In their first experiences at the Center, the candidates develop basic understandings of early childhood education through observation and interacting with children and Master Teachers. In further experiences including Professional Internship, the teacher candidates develop a deeper understanding of the pedagogy and practice of early childhood education through observation, planning, implementation, reflection, and documentation. During the Professional Internship, Professional Interns work as part of a teaching team of fellow Professional Interns and Master Teachers in the classroom.

The Center also serves as a practicum site for university students in the following programs at Ohio University:

Nutrition
 Interior Architecture
 Physical Therapy
 Industrial Technology
 Health and Sport Sciences
 Hearing and Speech Sciences

Intern Programs

Federal Hocking High School
 Athens High School
 AtCo Sheltered Workshop

The student involvement ranges from a one time observation to on-going participation in the classroom environment.

The Center also employs university students from the Work Study Program and PACE Career Exploration Program, awarded through the Office of Financial Aid.

Professional Interns

Ohio University is a site for Professional Interns in Early Childhood Education. Professional Interns will experience an 11 week internship for four and a half hours a day, five days a week. The Professional Internship is the pre-service teacher's capstone experience at Ohio University. In order to be eligible to be a Professional Intern, the teacher candidate must have fulfilled the required course of study. The Professional Internship provides the pre-service teacher with an opportunity to co-teach and participate in the planning and implementation of an early childhood curriculum.

By the end of the quarter, the pre-service teacher is expected to complete the following objectives:

- Demonstrate the professional skills and characteristics of an early childhood teacher (dependable, approachable, patient, sense of humor, self-confident, organized, prepared, warm, friendly, caring and motivated)
- To organize and manage classroom activities, procedures and routines in an effective manner.
- To plan and implement appropriate positive guidance and discipline principles and strategies with young children
- To demonstrate positive relationships with children
- To communicate with and respond effectively with children
- To demonstrate and use technology to support classroom instruction
- To demonstrate positive relationships with families
- To demonstrate understanding of the diversity of children and families
- To effectively communicate with and respond to families
- To demonstrate positive relationships with classroom teacher, instructor and other staff
- To communicate openly and honestly with the classroom teacher, instructor and other staff
- To demonstrate reflective thinking in all aspects of the Professional Intern experience

Professional Interns will begin the quarter by observing the classroom environment to begin to understand how to work effectively with young children at the Child Development Center. Each week interns will continue to observe and reflect on the experience as they work with co-Master Teachers to develop ideas for activities and projects in the classroom. Each week more responsibilities and requirements will be added to the experience. By the end of the quarter, the professional interns will have a two week in-charge time, taking on the responsibility of running the classroom with Master Teacher supervision. The Professional Interns will be evaluated by the Master Teachers and the Internship Supervisor at the end of the quarter.

Site for Research

The OUCDC serves as a site for research by Center staff and University faculty and students. Research is done through observation in the classroom, video observations, and interaction with children. Researchers comply with University guidelines through the Institutional Review Board, and written permission is obtained from parents prior to beginning research.

The Center is licensed by the OHIO DEPARTMENT OF JOB AND FAMILY SERVICES. The license and inspection reports are posted in the main hallway. The law and rules governing child day care are available in the Room 104 for review upon request. The Center's licensing record including compliance report forms and evaluation forms from the health, building and fire departments are available upon request from the Ohio Department of Job & Family Services. Currently, the Center's licensed capacity is 99 children.

The toll free complaint number for ODJFS is 1-866-886-3537, option 4.

The Center is accredited by the National Academy of Early Childhood Programs.

Curriculum and Philosophy

Curriculum and Philosophy

The curriculum of the Child Development Center is based on Developmentally Appropriate Practice (DAP) and influenced by Constructivist theory and the Reggio Emilia Approach.

The philosophy is based on the belief that learning results from the dynamic interaction between children's emerging cognitive and affective systems and their environments. In practice, we provide children with an environment, which is responsive to their developmental levels and abilities and supports their continual growth.

The Center's curriculum consists of all the experiences that children participate in throughout the day. It is based on an understanding of children's individual interests and developmental needs. Teachers observe children and plan "hands on" experiences, which allow children to explore their environment and engage in problem-solving activities. The process is emphasized instead of the product or outcome of the activity. The Center follows a constructivist approach in developing classroom curriculum. The goal is to provide opportunities that challenge children to develop an understanding of how the world around them functions.

The Center has seven classrooms: two Infants (six weeks to 18 months), two Toddlers & Twos (18 months to three years), and three Preschool (three to five years) classrooms.

The model used to promote the philosophy of the Center includes the following components:

1. Linkages between the child care center and the family and community;
2. A child-centered and culturally pluralistic curriculum; and
3. A flexible and responsive environment.

Linkages Between Center, Home, and Community. Linkages are the interactions between the home, community and Center. These linkages occur through ongoing interactions between the home and Center, and connections between the community and the Center. Frequent and continuous interactions between the home and the Center are important if children are to have successful experiences at the Center. Parents and teachers share experiences about the child during transition times, parent-teacher conferences, and home visits. Mutual respect between teachers and parents is highly valued and promoted through open and ongoing communication. It is important that parents feel that the teachers value their input and teachers need to know that parents are listening to them. Sharing information occurs during the daily arrival and departure times and through the use of daily information sheets, which are provided daily for all infants and toddlers, and upon parental request for preschoolers. On the daily information sheets, parents note any instructions/information that they have for the teacher while the teacher adds notes throughout the day, which describes the child's activity. The teacher includes information about the activities in which the child participates, interactions/relationships with other children in the classroom, and the child's eating and sleeping behaviors.

By developing and maintaining positive interactions with parents, through parent-teacher conferences and home visits, the teacher acquires information about the child's siblings,

interests, likes, dislikes, fears and coping behaviors. Upon a child's enrollment at the Center, parents are asked to share their hopes and dreams for their child. This individual information helps the teacher to engage in more meaningful conversations with the child. The teacher also learns what the parent does with the child at home, which helps the teacher to better understand the socialization patterns of the home. As a result, teachers learn how parents deal with aggression, discipline, sex roles, eating, and sleeping patterns, therefore, enabling them to deal with the child in a similar manner in line with the Center's philosophy. Through continuous parent-teacher communication there is increased continuity between the two settings for the child.

The Center also promotes the development of connections between the Center and the outside world so that the community becomes an extension of the Center. Children are provided the opportunity to have concrete experiences with people and materials outside of the classroom. These connections are made by taking children, preferably in small groups, on trips throughout the community. Taking two or three children to the Printing Resources department to get discarded paper for the writing area or to the Kennedy Museum of art are excellent ways for them to learn about services within the community. Walking fieldtrips as appropriate to a parent's workplace or inviting grandparents to visit the classroom are ways to help children to learn about different abilities and generations.

Child-Centered and Culturally Pluralistic Curriculum. The curriculum at the Center encompasses the total experiences that a child encounters during the course of the day. Arrival time and separating from a parent are as important as learning to write one's name. Holding and comforting a sad child is as important as setting up the art table for the next activity. Listening and talking to an individual child is equivalent to reading a book to a group of children. Outdoor activities are as important as indoor activities; consequently both are planned and executed with skill. Everything that happens during the day is considered an important part of the learning environment.

The child is the starting point; therefore, the curriculum presented is age-appropriate and individual-appropriate. Experiences within the classroom reflect an understanding of normative data as well as an understanding of individual children's interests, abilities, coping style, temperament, and cultural background. Children's interests and abilities may vary within a group of children of the same age; therefore, understanding the individual child's interests and abilities is critical. Some children may enter a program with many experiences while others may have virtually none. Some children may have an interest in animals while another may have an interest in hockey. Some children will be able to cut with scissors while others will not. Likewise, careful attention to children's routines can assist teachers in responding effectively to transitions within the classroom such as eating, sleeping, arrival and departure. For example, some children have a set routine for arrival, and, if that routine is disturbed, the child may have a difficult time entering the classroom and functioning throughout the day. Other children may have a special way of falling asleep. Some children like to have their backs rubbed while others would just like to have an adult sit with them for a few minutes. Some children may have a special way of dealing with stressful situations. Some may exhibit anger, while others may cling to their attachment object. An awareness of these and other variations in children's needs, interests and abilities means that choices are provided for children, which supports their

individuality. Consequently, our curriculum is adjusted to reflect the teacher's knowledge of the children in the program.

In addition to being child-centered, the curriculum must also embrace diversity. The environment must reflect a recognition and acceptance of the cultural diversity of children in the program and the larger society. Building a sense of self-worth is important and can only be achieved when the child's language and culture are accepted. For example, children may use their own dialect or native language until they choose to speak the dominant language of the classroom.

Children at the Center experience cultural diversity through concrete experiences and through materials such as books, dolls, and posters. They have an opportunity to enjoy the art, music, food, dance, and celebrate special cultural events that are a part of their immediate culture. Parents of children from different ethnic backgrounds visit the classroom and may prepare a snack or teach folk songs of their heritage. Children discuss observations about themselves such as differences in hair or eye color. Likewise, they are provided with experiences, which acknowledge and support the cultural pluralism of the larger society. Children are encouraged to participate in all types of activities regardless of gender or ability. Opportunities within the classroom allow for girls to play in the block area and for boys to engage in housekeeping tasks. Adults use nonsexist language and nurture both boys and girls. Children of all needs and abilities are an integral part of the classroom community and are supported by their peers and teachers.

Flexible and Responsive Environment. Since the child is the central focus, the environment of the Center is malleable and adjustable to the changing needs and interests of children. Flexibility and responsiveness are demonstrated through a flexible daily schedule and routines, varied arrival and departure times, open visitation by parents, and providing opportunities for children to make choices. The schedule of the day at the Center reflects the rhythms of the children. The schedule of the day allows for indoor and outdoor experiences as well as eating, sleeping, and individual and small group activities. Children are not expected to participate in each activity during a certain activity period during the day. Teachers do not insist that children participate in each teacher directed or large group activity. Instead, activities are presented often and throughout the day. For example, materials such as sand, water, paints, blocks, and dress-up clothing and props are available throughout the day every day, instead of just at nine in the morning on Wednesdays. Children are given choices and an opportunity to make decisions about which activities they want to participate in. Flexible scheduling allows children to work on tasks until they have decided that the task is complete. The schedule allows for extended periods of activity rather than brief periods of 15 or 20 minutes so that children can decide how long they want to participate in the activity. Extended blocks of time allow for choice and sustained participation in activities, and children spend less time waiting for a turn. The materials and experiences become a part of their daily lives and children begin to develop an ongoing interest in what they are doing. The child may return to the activity or material several times until he or she feels comfortable using it. Once the comfort level is reached, the child begins to use the material in new and different ways.

Routines such as naps, snacks, and toileting are flexible. Some children may need to nap for an hour while others may need less or more time. By providing the opportunity for children to have

self-initiated snack time, it allows the child to eat when he or she is hungry rather than when the group is ready. Likewise, freedom to go to the bathroom on demand rather than when it is on the schedule allows children more control over their bodily functions. Flexibility in routines allows children to operate as individuals within a group setting.

Varied arrival and departure times as well as open parent visitation makes the Center more responsive to family needs. A varied arrival and departure time allows the parent to choose when the child enters and leaves the Center and fosters a feeling among parents that they have more control over the time they have with their children. Flexible parental visitation also allows parents the opportunity to spend time with their child. A parent may choose to visit the child's classroom for lunch or take the child out for lunch. Mothers who are nursing their child can come in to feed their baby at their convenience.

The physical environment also provides opportunities for privacy. Children who are in group care for long periods of the day need to have time away from the group to relax and engage in uninterrupted solitary play. Young children need to learn to live with others and share materials and space; however, they also need time to be alone and not have to share space or materials. Privacy is achieved through room arrangement. There is an awareness of children's need for privacy and alone time within the Center.

In addition to privacy, children are given soft spaces to make the environment more comfortable. Soft spaces in the Center may include an easy chair, carpet on the floor, and curtains at the window. Silly putty, playdough, and other play materials that are soothing are provided. Soft spaces are important because they provide a sense of security for the child and can serve as tension releasers. The key to providing a flexible and responsive environment is the ability to provide choices for children based on an understanding of their individual needs.

Center Policies

Ratios and Group Sizes
Staff/Child Ratios and Maximum Group Sizes

Ohio University Child Development Center will not exceed the following state required ratios:

Max	
Infants (birth and under 12 months)	1 to 5 or 2 to 12
Infants (12 months and under 18 months)	1 to 6 or 2 to 12
Toddlers (18 months and under two ½ years)	1 to 7 or 2 to 14
Toddlers (two ½ years and under three years)	1 to 8 or 2 to 16
Preschool-three years	1 to 12 or 2 to 24
Preschool-four to five years	1 to 14 or 2 to 28
School Age-kindergarten to 11 years	1 to 18 or 2 to 36

Because we desire to provide a higher level of quality care we will strive to maintain a 1:3 ratio in the infant rooms, a 1: 6 ratio in the toddler rooms and a 1:8 ratio in preschool classrooms. Ratios for toddlers and preschoolers may be doubled for 1 ½ hours at naptime as long as all children are resting quietly on their cots and staff are in the building to meet the regular required staff/child ratio if there is an emergency.

Information to Parents

We are required by the state to provide all parents with written nutritional information concerning the quantities of food needed to meet 1/3 of the child's recommended daily dietary allowance. You will find this information below.

Meals and Snacks

The Ohio University Child Development Center serves all children a nutritious morning snack that consists of a bread product (whole wheat bagel, muffin, cereal, etc) milk and fresh fruit or canned fruit in fruit juice. The Center will provide a nutritious lunch and an afternoon snack for an extra daily fee. Parents that request the meal plan must fill out the meal request form at the start of the quarter. The meal program fee may vary monthly due to the amount of days in each month. Center menus are posted on the parent information center and in the classrooms, as well as sent to classroom email lists. Parents who choose the meal plan can circle or mark the form to indicate what they would like their child to eat and give it to their child's teacher. For those parents who choose to not purchase the meal plan, they are required to pack their child's lunch in a small cooler or insulated lunch bag labeled with the child's name. Parents who choose to send a packed lunch for their child will need to follow the nutritional guidelines as established by the state of Ohio licensing regulations. All food from home must be labeled and dated with the child's name. For families that pack their child's lunch but forget to bring the child's lunch, they will be charged a meal fee for their child. The child's meal must consist of at least one nutritional food from each of the following food groups for lunch:

Protein: meat, cheese, tofu, beans, peanut butter or protein substitute (no hotdogs)

Grain: bread, pita, bun, brown rice or pasta are examples (cookies, cakes, pastries do not count). Please use as many whole grains as possible.

Two foods from the fruit/vegetable group: apple slices, cucumbers slices orange slices, carrot chips (not sticks) green pepper strips, sliced cherry tomatoes, banana , grapes (must be sliced), blueberries are examples (**It can be two fruits, two veggies or one fruit and one veggie**)

Milk will be provided by the Center. Please be sure that the items contained in your child's lunch do not need to be heated. (You can send a thermos to keep foods hot). The lunches will be stored in your child's locker or a basket in the classroom. Please be sure to include ice packs if needed.

PM snack (The Center will provide milk and/or juice)

Snack should include at least one item from **one** of the following four groups:

Protein : meat, cheese, yogurt, tofu or protein substitute

Fruit : apples, sliced strawberries, sliced grapes, banana, etc.

Vegetable: cucumber slices, sliced cherry tomatoes, etc.

Grain : crackers, bread, muffin, etc. Please use as many whole grains as possible.

The Center will keep on hand “extra food” for lunch or snack emergencies (parents forgot lunch , a child does not eat their lunch, or a nutritional component is missing).

All children in attendance between 11:00 a.m. and 12:30 p.m. who do not bring their lunch are served a meal, which constitutes at least 1/3 of their recommended daily dietary allowances.

Children must arrive before 11:00 a.m. to receive lunch unless special arrangements have been made. Menus for each week are posted in each classroom and menus will be emailed to the classroom email lists. The food prepared shall be in quantities reflecting the developmental stage of the child and the most current recommendations published by the U.S. Department of Agriculture, Washington D.C. Food preparation records are maintained by the Center.

Special Diets

Parents may bring in special milk (soy, organic, etc) for their child. This milk must be labeled with the child’s name and placed in the classroom refrigerator. If parents do not wish to have their child drink cow’s milk or a milk substitute, or in cases of special diets where an entire food group needs to be eliminated, the form JFS 01217, request for a modified diet, must be completed and signed by a licensed physician.

In cases of specific preferences (e.g., no pork, etc.) or food allergies the parent should notify the teacher and complete form JFS 01236, child medical /physical care plan, which provides a more detailed description of specific conditions and necessary procedures to be followed.

Enrollment Information

Hours

The Center is open from 7:30 a.m. to 5:30 p.m. Monday through Friday. While staff may arrive early to prepare their classroom for the day’s activities, they cannot be responsible for children before 7:30 a.m.

School Delays or Cancellations

If for any reason the Child Development Center is delayed or cancelled an announcement will be made on the local radio stations: WXTQ (105.5 FM) and WATH (1360 AM), and a message will be put on the Center’s voice mail. If the University closes due to severe or unsafe weather conditions, the Child Development Center will be closed also. If due to unforeseen circumstances (i.e. power failure, loss of heat) the Center must close while school is in session, parents will be called to pick up their child. In addition University Communications will be contacted and an announcement will be posted on the Ohio University homepage. An email message will also be sent to each classroom email list.

A staff member will stay with the children until they are picked up. On those occasions, regular payment is expected.

Late Policy

Parents who leave their children at the Child Development Center later than 5:30 p.m. will be billed as follows per child:

First instance- \$10.00 per quarter hour or any part thereof

Second instance- \$15.00 per quarter hour or any part thereof

Third instance- \$20.00 per quarter hour or any part thereof

This policy is designed to deter late pickups; therefore, after three offenses the parent will be required to meet with the Director to discuss possible solutions to the problem.

Please remember, our staff members often have after school commitments such as classes or family and are anxious to be on time.

Tuition and Fees

The Child Development Center operates on a sliding fee scale. We also offer child care through the Community Block Grant and the JOBS program.

Unless otherwise indicated we assume that a child will be enrolled for the entire year.

Fee Payments must be made the first of each month. Checks should be made payable to Ohio University Child Development Center. Parents are required to pay the full payment each month even if they go on vacation or their child is sick. All families who have checks returned to the Child Development Center due to insufficient funds will be charged \$25.00.

Withdrawals: Parents wishing to withdrawal their child(ren) may do so at any time. A 30 day written notice is requested to allow enough time to fill the vacant spot. If sufficient notice is not given, there will be a charge for the additional month.

Enrollment Forms

Each child younger than three years (36 months) of age at the time of enrollment must be examined by a licensed physician not more than six months prior to admission. Each child three years or older must be examined by a licensed physician not more than 12 months prior to admission. A physician's signed statement (form is provided in the enrollment packet) certifying that the child is free from communicable disease is required on or before the first day of attendance .

In addition to the medical form, the following forms must be on file for each child:

Health Record	Routine Field Trip Release
Dental (two years and older)	Video Taping Release
Income Verification	Swimming Form
Parent Schedule	Sunscreen Form
Photography Release	Insurance Information
Speech and Hearing Release	Diapering Form
Meal Plan	

****These forms must be completed and returned to the Center on or before the first day of attendance!****

Enrollment of Siblings

Priority is given to the siblings of children who are enrolled at the Center. In case there are more siblings on the wait list than available openings, priority is given to siblings who will be enrolled **concurrently** with the sibling for at least 2 quarters/semesters

Cleanliness

The Center provides children with a clean and healthy environment. Teachers sanitize the materials the children use on a daily, weekly and monthly basis depending on the age of the children. Infants mouth materials more frequently than older children therefore those toys are sanitized daily.

Other ways that illness is combated include having staff wash their hands for at least ten seconds:

- before and after changing each diaper,
- after wiping a nose
- before feeding children, or setting up for meals
- when entering the classroom or entering a different classroom
- after handling classroom pets
- after using the toilet or helping children with the toilet
- when dirty

Teachers also wear gloves when handling bodily fluids or changing diapers.

Hand sanitizer is available at the entrance of each classroom and also on the playgrounds for adult use when a sink is not readily accessible.

Children must wash hands for at least ten seconds:

- after having their diaper changed,
- after wiping their nose
- before feeding eating, or setting up for meals
- when entering the classroom or entering a different classroom
- after handling pets
- before/after playing in the water table
- after using the toilet
- when hands are dirty

Health Policy

Management of Communicable Diseases

The Center's Health and Accident Policy abides by Chapter 5104 of the Ohio Revised Code.

A classroom teacher will complete a health check on each child arriving at the Center. Teachers will check to see that the child is free from symptoms of communicable illnesses including fever, eyes that are red or containing discharge, skin rashes, or the presence of nits or lice.

The Communicable Diseases chart is located in room 104 on the door of the closet.

Center staff who are ill are asked to leave the Center and a substitute is called or a Professional Intern will take over for the remainder of the day.

Notices are posted outside of each classroom concerning communicable diseases to which the children have been exposed. If a child is exposed to a communicable disease outside the Center, parents are requested to please notify the classroom teachers.

Parents should keep their child home if the child has any of the following:

- a. Fever – temperature over 100 degrees Fahrenheit taken by auxiliary method (under the arm);
- b. Undiagnosed skin rash other than localized diaper rash;
- c. Earache, sore throat, frequent cough, red or watery eyes, excessive nasal discharge, yellowish skin or eyes, or evidence of lice; or nits.
- d. Diarrhea or vomiting.

Children must be picked up by their parents or emergency contact person in the following cases:

1. Evidence of diarrhea – Diarrhea is potentially contagious and requires children to be isolated from the group and removed from the Center until 24 hours after the last incidence. If there is evidence of diarrhea while the child is at the Center, the child must be removed from the Center. (Diarrhea is defined as more than one abnormally loose bowel movement in a 24-hour period).
2. Vomiting – After a single incidence of vomiting, the child must be removed from the Center for at least 24 hours and the illness subsides.
3. Fever – A child may not be in the Center with a fever over 100° Fahrenheit (taken by auxiliary method) or if the child would have a fever had a fever reducer not been given. The child **may not** be in the Center until 24-hours after the fever has subsided. (To identify a fever, the child's temperature will be taken twice within a half hour.)
4. Severe Coughing, which causes the child to become red or blue in the face or make a whooping sound.

5. Strep Throat – Children may return to the Center after being fever free and on an antibiotic for 48-hours.
6. Bronchitis – Children diagnosed with bronchitis must be on antibiotics for at least 24-hours before returning to the Center and show evidence of decreasing symptoms of bronchitis.
7. Difficult or rapid breathing.
8. Yellowish skin or eyes.
9. Conjunctivitis (pink eye) – Children with conjunctivitis must be on antibiotics for at least 24-hours before returning to the Center.
10. Untreated infected skin patch(es).
11. Stiff neck.
12. Unusually dark urine and/or gray or white stool.
13. Presence of lice or nits.
14. Sore throat or difficulty swallowing.

If your child becomes ill during school, he or she will be isolated from the other children. **The child will be within sight and sound of a Professional Intern or staff member at all times. The child will be cared for in the lobby or another portion of the school away from other children. A child may be provided a cot if needed. The cot will be cleaned with soap and water and sanitized with an appropriate germicide after use. Parents (or emergency contact) will be notified and must pick up their child immediately. It is important that we have accurate telephone numbers in order to contact parents in case of injury or illness. We ask all parents to call if their child is not coming to school. Teachers will call the parent or guardian if their child is not at school by 9:30 am.**

We ask all parents to sign an Emergency Transportation Authorization for each child in case of serious accident or illness. All health and safety information is kept confidential in the child's file in the front lobby. The Director, Assistant Director, teaching staff and regulatory authorities are the only people who have access to the child's files.

It is a reality that children become ill from time to time. If this is a child's first time in group care, it is possible that she/he may experience more frequent illnesses at the beginning of his/her time at the center. Most children develop a stronger immune system the longer they are in group care and then become sick less often. Teachers will assess children when they arrive at the center to see if they are healthy enough to enter the classroom.

Mildly Ill Children

Children experiencing minor common cold symptoms are not excluded from the Center. Children who may not feel well, but do not exhibit any of the symptoms specified in the Center health policy, will be monitored but not excluded from the Center.

All children in attendance at the Center are included in outside activity time each day. If a child is not well enough to go outside, the parent may choose to keep the child home or arrange to be with his/her child while the other children are outside.

Supervision of Sick Child

When a child is ill, the parent is contacted and the child will be isolated from other children and supervised by an adult from the Center (teacher or other staff). The child is to be picked up by a parent or guardian.

Readmittance After Illness

A child will be readmitted to class after he or she has been checked by a teacher or other authorized person. There must be a 24-hour period free of symptoms, including fever, before the child can return to the Center.

Medication

No medication, vitamins, or special diets are administered unless instructions to do so are written, signed, and dated by a licensed physician and prescribed for a specific child. Forms are available from each teacher. Prescription medication must have a label with the child's full name, current date (within last 12 months), the exact dosage to be given and means of administration.

Sunscreen/Diaper Ointment: Non-prescription topical products or lotions will be administered under the following conditions:

- Parents/guardians must complete and sign a medication form which will be valid for 12 months.
- Center staff will follow manufacturer's guidelines.

Aspirin and Tylenol should not be given to a child before arriving at the Center. Aspirin and Tylenol inhibits a fever from occurring allowing a sick child to infect the rest of the class.

When administering medication, food supplements, modified diets, the center shall:

- Assure the medication, food supplement, or modified diet is not administered for any period of time beyond the date indicated by the physician, or past twelve months whichever comes first. All administration or application of medication will be documented (by the Master Teacher or Director) on a medication form that has been filled out by the parent and signed. All staff will adhere to the dosages prescribed by the medical professional.

- Only Master Teachers or the Directors can give prescription medication to children. All staff can apply non prescription topical products (sunscreen or diaper rash cream) used as a protective measure.
- All medication will be kept in a locked cabinet or stored in the refrigerator (in a separate container) out of children's reach as required by rule JFS 5101:2-12-30.
- Completed medication forms will be kept in the child's file in the classroom.
- Master Teachers are aware of all children in their class who use inhalers and Epi Pens and know how to use them. Inhalers are kept in locked cabinets unless they are placed in backpacks for field trips. Once back from the field trip, the inhaler is placed back in a locked cabinet according to JFS O1207.
- All medications are removed from the Center when they are out of date.

Infant Care Policies

Infants and parents of infants at the Child Development Center are supported in their child's classrooms in the following ways:

- Children eat and sleep on their own schedules
- Children are always within sight and sound of teaching staff
- All children unless otherwise ordered by a physician and the appropriate form completed, are placed on their backs to sleep
- Pillows, comforters, sheepskins, stuffed toys and other soft items are not permitted in the crib of an infant less than eight months old
- If light blankets are used, they are tucked in at the bottom and reach only the infant's chest
- Infants head must be uncovered during nap
- Children are held when they are given their bottles
- Bottles are not permitted in cribs
- Children do not carry bottles or cups in the classroom
- Teachers offer children fluids when the family and teachers decide together they are ready
- Items that the child places in their mouth are sanitized as needed
- Once a child turns one, they are encouraged to brush their teeth with teacher support
- Parents are the expert of their child. Parents are always encouraged to share their expertise of their child with their child's teacher.

Discipline Policy

We believe that the goal of discipline in a child care setting should be to help children develop self-control and appropriate social skills such as cooperating, helping, negotiating, and talking with others involved to solve interpersonal problems. We encourage the development of self-control and appropriate social skills by:

1. Setting clear and realistic limits for children based on their individual and developmental needs.
2. Reinforcing appropriate behavior.
3. Encouraging children to control their own behavior, cooperating with others and solving problems by talking things out.
4. Planning an environment which is developmentally appropriate and encourages children to develop responsibility and independence within developmentally appropriate limits; and
5. Using positive guidance techniques such as modeling appropriate behavior and redirecting children to another activity.

Teachers intervene when needed, as quickly as possible to ensure the safety of all children.

In accordance with the 5101:2-12-22 of the Ohio Revised Code the following approaches to child discipline **are not** used in our center by any individual:

- Abuse, endanger or neglect children
- Utilize cruel, harsh, unusual, or extreme techniques
- Utilize any form of corporal punishment
- Delegate children to manage or discipline other children
- Use physical restraints on a child
- Restrain a child by any means other than holding children for a short period of time, such as in a protective hug, so that the child can regain control
- Place children in a locked room or confine children in any enclosed area
- Confine children to equipment such as cribs or high chairs
- Humiliate, threaten or frighten children
- Subject children to profane language or verbal abuse
- Make derogatory or sarcastic remarks about children or their families
- Punish children for failure to eat or sleep or for toileting accidents
- Withhold food (including snacks or treats)
- Punish an entire group of children due to the unacceptable behavior of one or a few in the group
- Isolate and restrict children from all activities for an extended period of time

Safety Policy

The staff of the Child Development Center works to maintain a safe environment for all children. Children are supervised at all times. Children are never left alone. Children are always within sight and sound of young children. At least one teacher is present in each classroom when children arrive and depart. A phone is located in each room allowing teachers immediate access to call for help in case of emergencies. Parents must bring their child(ren) into the classroom and make the teacher aware of their presence. Also, parents must check in with a teacher when picking up a child for departure. Children cannot be released to individuals younger than 16 years of age.

For scheduled field trips, parents are required to bring in a car seat for their child. Staff from the Center who have been certified in safe operation of passenger vans through the training program of Ohio University Transportation and Parking Services, will drive the vans on field trips. A staff member trained in First Aid and CPR is present on the field trip. First Aid kits and emergency numbers are also taken on the field trip and located in the van or with a teacher. A check list containing the names of the children, the departure time from the Center, arrival time at destination, and time of arrival back at the Center, will be noted along with a counting of the number of children at each of those times.

During warm weather, children are permitted to wade in wading pools on the playground, with a signed water play permission slip from their parent. Wading pools contain water no more than two feet deep and children are supervised at all times. Water is emptied daily in all wading pools.

Supervision of Swimming

All parents or guardians must sign the “children’s swimming permission form” in order for their child to participate in a swimming activity (wading pools). All children who have permission will be supervised by a staff person at **all** times. There will be a minimum of two staff persons supervising this type of activity. In case of an emergency a staff member will secure the area and call a staff person or 911 for help as needed. Swimming refers to the use of wading pools on the Center’s playgrounds.

Incident Reports

Incident reports are completed when a child is involved in an accident or an accident involving an injury to another individual. The classroom teacher will complete the form and both the director and a parent will sign the form. . A copy of the completed form will be given to a parent, and a copy will be placed in the office files.

Supervision Policy

A major responsibility of the staff is to ensure the health and safety of each child entrusted in our care. Master Teachers aware of the safety needs of children, anticipate possible hazards and take necessary appropriate precautionary and preventative measures.

Arrival/Departure: Parents are required to bring their children into the classroom and to sign the child in on the sign-in sheet by the door. Any special messages, medications, special pick-up notes, etc. are to be given to the teacher. Children **may not** be dropped off at the entrance of the building or be sent inside alone. Staff must be made aware of each child's presence before the parent departs. **Parents are responsible for the supervision of their children before and after sign-in and until they depart from the center.**

Children arriving from other programs: At times it may be necessary for a child to arrive at the Center from another program. If a child is scheduled to arrive and does not, we will first contact the parent to confirm that the child is scheduled to be at the Center that day, and then contact the program that they are to have arrived from. We will then contact the parent to determine further action. For this reason, it is very important that parents contact the Center when their child is not going to be in attendance.

Supervision of Infants/Toddlers and Preschoolers: At no time will a child be left unattended. Staff or professional interns will supervise children at all times, including naptime. If a child becomes ill, he/she will be isolated in a section of the room (or in the main lobby) not in use but within the sight and hearing of a staff member.

Release of Children from the Center

Staff will release children only to persons indicated on the release form provided by the parent. If an emergency arises the parent must provide a written, signed note giving the person permission to pick-up their child. Staff will check ID's of anyone they do not recognize. Please let the designated individual know this ahead of time. The children's safety is a priority!

Staff will not release children to anyone including parents, who appear to be under the influence of drugs or alcohol. Emergency contacts will be called to transport the child home. Police will be notified if necessary.

Custody Agreements: If there are custody issues involving a child, parents must provide the Center directors with court papers indicting who has permission to pick up the child and custody/visitation arrangements. **The center may not deny a parent access to her/his child without proper legal documentation.**

Accidents/ Emergencies

The Center has devised several procedures following the event that an emergency would occur while a child is in the Center's care. In an event of a fire or tornado, staff would follow the written instructions posted in each classroom. Monthly fire drills are conducted in order to prepare the staff and children for this type of emergency. Tornado drills are conducted during the months of April through August. If there is a need to evacuate due to loss of power, water damage or loss of water or excess heat, parents would be notified to pick up their child. If there is a need to evacuate due to an environmental threat, the emergency plan will be followed that is posted in the classrooms and all children and adults will evacuate to the Surplus Building (time allowing) at the top of the hill (next to the Mail Room). The proper authorities will be contacted. A sign would be posted on the front door of the Center and attendance sheets would be taken along with emergency contact forms. Parents or emergency contacts would be called to pick up their child. Incident reports would be given to parents. There would always be a staff member present trained in First Aid, Communicable Diseases and CPR. Staff would administer basic first aid as needed. EMS would be contacted as needed. Staff will not transport children in personal vehicles.

Heavy Smog or Air Pollution

Children will be kept inside if there is a heavy smog or air pollution alert by the County Health Department. Children will return outside once the alert has been lifted.

Smoking

Smoking is not permitted in the Child Development Center building, within 10 feet of any Center exits or ventilation openings, or in view of the children.

Allergies

All families whose child has an allergy should fill out the **Children with Special Needs medical** form. The staff will be notified of the allergy and precautions will be made for that child. The child's form will be placed in a special notebook called "Children's Special Needs and Medical Forms Notebook" This book is kept at the front desk.

Serious Injury

In case of serious illness or accident, if the parent cannot be reached, the Director will contact the doctor noted on the Emergency Medical Release.

If the doctor cannot be reached or immediate intervention is necessary, Emergency Medical Services will be contacted. Emergency Medical Services will transport the child to the Emergency Room at O'Bleness Hospital if necessary, and the child's teacher will accompany him or her and remain there until the parent arrives. The Director will continue to try to contact the parents.

Children's files are located in the main lobby (102 Child Development Center). These files contain emergency medical information, emergency names and phone numbers. In addition, a list of emergency names and phone numbers for each child is located on the Roladex next to the telephone in the main lobby (102 Child Development Center).

Disaster Preparedness and Emergency Evacuation Plan

In case there was an environmental emergency or disaster at Ohio University, the Child Development Center or in Athens, all classrooms would follow the emergency procedures posted in their classroom. Staff would also take the key ring of children's pictures from the classroom, a cell phone, classroom tracking sheets, the emergency transportation forms and other emergency materials found in the classroom backpack (first aid, etc). If the Director or Assistant Director are not in the building when the emergency happens, a designated person would be alerted to take authority (a note would be placed on the Director and/or Assistant Director's door to say who is in-charge while they are out of the building and the person in-charge would be alerted of their duties). Ohio University Police and Athens City Police and/or Fire protection would be alerted to the situation.

Lost or Missing Child

In incident of a lost or missing child at the Child Development Center, the missing child's teacher would alert the Director and or the Assistant Director to begin a search. The Director or Assistant Director would call all classrooms to try to locate the lost child. The Director or Assistant Director would search all other areas in the Center (bathrooms, Multi-purpose room etc) The Director or Assistant Director and/or other teachers would check the playgrounds and around the building. If the child could not be located, the parents, of the missing child, Ohio University Police, Athens City Police and Ohio Job and Family Services would be called. Staff would be ready with a picture of the child and other emergency information.

Once the child is located a written report would be completed and an investigation would begin. The individual responsible would be put on administrative leave pending an investigation. An incident report would be written and faxed to the Department of Ohio Jobs and Family Services. The responsible person, the parent and the Director would sign the report.

Storing of Cleaning Supplies

Toxic materials are stored in locked cabinets out of reach of children. Spray aerosols shall not be used at any time when children are present in the Center.

Emergency Numbers

Emergency Numbers are also posted by every telephone in the Center.
SEOEMS – 911

OHIO UNIVERSITY POLICE DEPT. 740-593-1911

FIRE DEPT – 911 or 740 -592-6624

POLICE DEPT – 911 or 740 -593-6606

POISON CONTROL – 1-800-682-7625

O'BLENESS HOSPITAL – 740-593-5551

ATHENS COUNTY CHILDREN'S SERVICES – 740 -592-3061

Field Trip Safety and Supervision

A person trained in First Aid will accompany children on all field trips. A first aid kit will also be available on the field trip. The children will wear name tags which include the Center's name, address, and phone number.

The staff must take a face to written name head count for all of the children on the field trip. Staff must do this before they leave the Center, when they arrive, depart and return to the Center. They are to keep the classroom list with them at all times along with the emergency transportation form, a cell phone and first aid kit. In case of emergency, a staff member will secure the area and call 911. **The children are to be supervised at all times.**

Medical information forms and emergency medical release forms will be taken along on all outings. A special outings permission slip must be signed for each field trip, other than routine excursions (walks on campus, the Ridges, etc.).

Communicable Disease

Communicable Disease training is provided to staff by a licensed registered nurse or a physician. There is always a staff person(s) on site who has completed the training.

First Aid Training

Staff trained in First Aid are on premises at all times the Center is open.

Child Abuse Policy

Staff trained in Child Abuse Recognition and Prevention are on the Center's premises at all times.

If a staff member suspects that a child has been abused or neglected, he/she will notify the Director or Assistant Director. The staff member will then contact Athens County Children's Services. Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation or other disciplinary action.

If a staff person is accused of abuse or neglect, Ohio University Human Resources and Legal Affairs would be contacted. The accused person would be put on administrative leave pending investigation. Athens Children's Services would also be contacted.

Classroom Information

The Infant Program

Children enrolled in the infant room are between the ages of six weeks and 18 months. The program stresses the importance of meeting social and emotional needs of infants and young toddlers as well as the need for an enriched environment. Experiences are provided to enhance children's sensory, motor and language development. The program is highly individualized and activities are based on the developmental needs of the children in the room. Two Master Teachers and Professional Interns care for the eight infants in this group. The teacher-child ratio is usually one to three. The Center is licensed to serve 8 infants per infant classroom.

Infant Daily Schedule

7:30 – 8:30	Individual Activities – Exploration of Materials
8:30 – 9:15	Snack (Individual feeding schedules are followed throughout the day)
9:15 – 9:30	Clean up Snack, Diaper Check Individual nap schedules are followed throughout the day
9:30 – 10:00	Small Group Time – Exploration of Materials
10:00 – 10:45	Outside Play/Gross Motor Room
10:45 – 11:00	Set up for Lunch, Diaper Check
11:00 – 11:30	Lunch
11:30 – 11:45	Clean up Lunch, Diaper Check
11:45 – 2:00	Individual Activities
2:00 – 2:30	Snack
2:30 – 2:45	Clean up, Diaper Check
2:45 – 3:15	Small Group Time – Exploration of Materials
3:15 – 4:00	Outside Play/Gross Motor Room
4:00 – 4:15	Diaper Check
4:15 – 5:30	Individual Activities – Exploration of Materials/Quiet Activities

The Toddler & Twos Program

The Toddler/Twos classroom serves children between the ages of 18 months and three years. The program offers children experiences, which emphasize emotional and social development as well as the development of language, sensory perception, spatial ability, creative expression, and self-awareness. The average group size is 12 children. Two Master Teachers and Professional Interns staff this classroom. The teacher-child ratio is usually one to four. The Center is licensed to serve 12-13 toddlers per classroom.

Toddler/Twos Daily Schedule

7:30 – 8:30	Flexible Arrival
8:30 – 9:15	Self-Initiated Snack
9:00 – 9:30	Diaper Check/Toileting Older Children
7:30 – 10:15	Individual & Group Activities Group time, Self- Selected/Teacher-Facilitated
10:15 – 11:00	Outside Play
10:45 – 11:00	Set-up for Lunch, Diaper Check
11:00 – 11:30	Lunch
11:30 – 12:00	Diaper Check, Toileting Children, Brushing Teeth and Song Time
12:00 – 2:30	Naptime
1:30 – 2:30	Individual & Group Activities – Group time, Self-Selected/Teacher-Facilitated
2:30 – 3:00	Self-Initiated Snack
3:00 – 3:30	Individual & Group Activities – Self-Selected/Teacher-Facilitated
3:30 – 4:15	Outside Play
4:15 – 5:00	Diaper Check, Toileting, Self-Selected Activities
5:00 – 5:30	Quiet Activities – Departure

Preschool Program

Threes, Fours, and Fives

The preschool classrooms provide experiences for children between the ages of three and five. Experiences are based on an understanding of the social, cognitive, emotional, and physical needs of the children in the program. Experiences in art, music, dramatic play, language arts and reading, woodworking, blocks, science, and mathematics are offered daily. The children also have many opportunities to explore the outside environment and community. The average group size is 18 children. Two Master Teachers and Professional Interns staff each classroom. The teacher-child ratio is usually one to six. The maximum licensed capacity for this age group is 64 preschoolers total for the three classrooms.

Preschool Daily Schedule

7:30 – 8:30	Flexible Arrival
8:30 – 9:30	Self-Serve Snack
9:30 – 10:30	Individual & Group Activities Self-Selected/Teacher-Facilitated Project Work
10:30 – 11:15	Outside Play
11:15 – 11:45	Lunch
11:50 – 12:05	Brushing Teeth, Toileting, and Book time
12:20 – 1:30	Rest Time (may continue until 2:00 as required)
1:30 – 2:30	Individual & Group Activities Self-Selected/Teacher-Facilitated Project Work
2:30 – 3:00	Self-Serve Snack
3:00 – 3:45	Outside Play
3:45 – 4:45	Self-Selected Activities
4:45 – 5:30	Quiet Activities Departure

Arrival and Departure of Children

Each family who joins the Center is given an individual access code to the building. This code is valid Monday through Friday, 7:30am to 5:30pm, when the program is in session. The main doors will be unlocked between 7:30am-9:30am and between 4:30pm-5:30pm. Once in the building, parents may go to the child's classroom. Parents **MUST supervise their child and** be within sight and sound of their child at all times. Please do not leave a child in the hallway unattended without an adult. Children are not permitted to open the exit doors; this must be done by a supervising adult. If a child with special needs attends the Center, staff will consult with the family to help the family as needed.

Parents are asked to remove the child's outside clothing and place it in the child's locker in the hallway outside the child's classroom. Upon entering the classroom, parents must check their child in or out at the end of the day on the classroom attendance list.

Parents are encouraged to develop a transition strategy that works for their child and family. Master Teachers will help families develop a transition plan that works for their child. Once the family enters the room, the teachers will welcome the child and family. Master teachers are more likely to talk with families between 7:30-9:30 and 4-5 during arrival and departure. During the times between 9:30-11:30, 5:00 to 5:30 teacher are busy in the classroom (changing diapers, small groups, closing the classroom etc.) and may only be able to say hello or good bye and return to the group. Master Teachers will be more than willing to talk during the less busy times during the day. Families may also set up a conference with the teachers as needed.

Before the parent leaves after dropping off their child, the Master Teachers will check the child in on the classroom tracking sheets. The tracking sheet will be updated throughout the day as children arrive and depart. If parents are running late at the end of day, they can call the classroom (the classroom number will be provided at orientation and annually at Open House) or the front desk at 740-593-1819. A late fee will be charged when children are picked up after 5:30 pm.

What to Bring and Wear

Children in the program are very active. It is recommended that parents:

1. Provide clothing that is comfortable, washable, and suitable for daily activities.
2. Clearly label all items worn or brought to the Center with the child's name.
3. Provide two complete changes of clothing, shoes, snow boots, a sweater, hat, socks and underwear (sun and winter) and gloves. This extra clothing will remain at the Center.
4. Dress children daily in a manner that allows them to engage in outdoor play since children play outside each day in good weather.

Parents must check their child's locker each day to make sure they have enough clothing for the next day and to take home any dirty items.

Birthday Celebrations

Parents who would like to provide a snack for birthday celebrations must consult with the teacher in their child's classroom first. Families may bring in prepackaged muffin mixes, fruit, yogurt, fruit juice pops, frozen yogurt or other healthy items. All items must be in original containers. Please no cupcakes or cakes. Parents are encouraged to keep the celebration simple, please no goody bags or gifts for the children in the classroom. Parents are welcome to bring a gift for the classroom such as a new book for everyone to share.

If you are planning a celebration for your child outside of the Center, please distribute party invitations through the mail or by contacting children and their parents outside of the Center. We discourage the distribution of party invitations through the Center unless the entire class is invited.

Transitioning to School or New Classroom

When a child is accepted to the center, the Center staff will work with the parents to try to develop a transition plan that works for the family and the Center. The Center staff believes that transitioning a child slowly to a new setting is beneficial to the entire family. It is understood that some parents are able to be more flexible with transition time and some may not. Every effort will be made to work closely with parents to make this time easy for everyone involved.

During transition, a new child will visit the new classroom for up to an hour on the first visit. During this time the Master Teachers will talk with the parents and child to try to make them feel comfortable in the classroom. After the first visit the parent and Master Teachers will decide if more visits are needed. Keep in mind, some children transition rather easily and some find it more difficult. We will work with parents to try and make this as easy as possible. Once the child starts, the parent is welcome to stay to try and make the child feel more comfortable. Once the parent leaves, the teacher can call to let the parent know how their child is doing.

Transitioning to a new classroom: Administration and staff, with input from parents, work together to decide when it is time to move a child to the next age group. Depending on classroom openings, the Center will try to accommodate the parent and child's needs. Most of these classroom changes occur at the beginning of summer or the beginning of fall quarter with minimal transitioning occurring during the year. Teachers will meet with parents to discuss transition and parents will sign a transition letter before the child moves to a new classroom. During transition to a new classroom, children visit with one of the current Master Teachers or Professional Intern to see the new classroom. The teacher and child may spend a few hours in the new classroom at first and slowly work up to spending more of the day. Transition usually takes a few weeks.

Tracking Children and Behavior Management

The staff at the Center do ongoing observations of the children at the Center to plan curriculum and to see if the children in individual classrooms are meeting developmental milestones. At times, teachers in the classroom or parents of a child may have concerns about the child due to emotional, behavioral or social development. When this occurs, the teachers observe the child more closely, document what he/she sees and then talks to the Director/Assistant Director about the concerns. Types of observations may include: running records, time sampling, rating scale, event sampling or additional observation techniques. The Master Teachers also use the developmental assessment form from *The Creative Curriculum, Developmental Continuum Individual Child Profile* for children ages six weeks to five years of age. If the teachers and administration feel it is appropriate, the teacher will set up a parent meeting with the parents of the child to address the concerns. During this time the parents and staff will decide how to move forward. A specialist may be called in from Athens County Help Me Grow program (children ages birth to three) or Athens City Schools (children ages three to five) or from the child's home school district to do observations or other forms of assessment. Staff will work with the specialist involved to best meet the needs of that child. If, after all possible resources and interventions have been utilized, it is determined by the Center Director and classroom teachers that the child's needs cannot be realistically met by the program or if the child's behavior continues to present a safety risk to himself/herself, or other children or the Center staff, the child will be un-enrolled from the Center.

Assessments of Children

Young children at the Center are assessed three times a year. The first assessment is done within three months of the child's enrollment date. The children are observed in their natural classroom environment on a daily basis. The Center uses the *Creative Curriculum Developmental Continuum, Individual Child Profile* as the assessment tool. Work samples are also collected throughout the year and are placed in a folder with the child's name. The assessment tool is used as a planning tool for each child and the classroom as a whole. The written assessments are kept confidential in folders with the child's name and are stored in a file cabinet in each classroom. The child's parents, teachers, student teachers and administrators have access to the assessment. The assessments may also be used as part of a assessment tool for children with special needs or children that staff or parents feel may have developmental concerns (social-emotional, cognitive, language, health, learning and physical development) Parents are encouraged to review the assessments and offer suggestions to teachers to further their child's development. Assessments are shared with parents during parent conferences twice a year or when requested.

The Center is sensitive to children and families from different cultures. Assessments will be adapted as needed to meet the children's needs. If there it is uncertain as to the proper assessment to be used, the specialist affiliated with the school district within which the family resides will be consulted.

Outdoor Play

Research has shown that children stay healthier when they participate in daily outdoor play. Based on this information and state requirements, outdoor play will be included in the program on a daily basis. Master Teachers will limit the amount of time outside when the temperature (wind chill and heat index factored in) drops below 20 degrees or rises above 90 degrees. If the situation requires it, outdoor time will be adjusted due to rain, threatening weather, ozone warnings, etc. Please send children with the proper clothing so they may be comfortable and safe whenever participating in outdoor activities. This would include snow pants, hats, mittens and boots in the winter time. When it is not possible to go outside, classrooms use the Gross Motor Room (room 125) for large motor play.

Toys From Home

The Center has many materials in the classrooms so children do not need to bring items from home. Children are welcome to bring toys from home as a transition strategy as long as the toy is safe for the children in the classroom. Children are welcome to bring a security item (blanket, stuffed animal) if needed. Children may not bring in toy guns or knives. Children may be asked to put toys away during group time or at other times of the day so they can become involved in the planned classroom activities.

Parent Involvement

Parent Involvement and Participation

Parents are welcome to visit the Center at any time. Parents who need assistance with problems or concerns should talk with the classroom Master Teachers, Assistant Director, or Director. In addition to informal methods of communication between parents and staff, the Center also provides formal avenues of communication.

Center Orientation: Upon acceptance into the Center, the Assistant Director will schedule individual meetings with all new families to discuss the Center's philosophy and policies. Families will be introduced to the child's classroom teachers, as well as tour the entire Center. Children can visit the Center prior to enrolling if accompanied by a parent.

Parent Advisory Board: A Parent Advisory Board is formed annually. Members include two parent representatives and an alternate from each classroom, as well as a staff representative, the Assistant Director, and the Director. Meetings are held monthly throughout the school year. The meetings are open to all parents and staff members.

Open House: An open house is held in early September to allow staff and parents to get acquainted. Individual classroom discussions allow Master Teachers to explain the particular guidelines of his or her classroom. At that time, parent representatives to the Parent Advisory Board are selected.

Parent Education: Ongoing parent education is available through discussion with the Master Teachers, quarterly classroom meetings and other session or meetings as deemed appropriate.

Classroom Quarterly Meetings: Each quarter classrooms have a classroom meeting. These meetings are informal and allow information to be shared between Master Teachers, Professional Interns and families about curriculum, philosophy, educational goals, classroom projects and children's interests, etc. Parents are encouraged to attend.

Parent Conferences: The classroom teachers offer parent conferences and home visits each quarter. Two conferences per child per year are required by state licensing regulations; however, additional conferences may be scheduled as questions or concerns arise.

Parent Visits: Parents are encouraged to visit the Center at any time during the day. Parents should feel free to observe, interact with their child or take the child out of the Center for lunch, etc. It is also encouraged for parents to visit their child's classroom at any time and to share skills or talents with the children – woodworking, cooking, etc. Such involvement can be arranged by talking with the classroom Master Teachers. When arriving to visit or observe it is requested that parents notify the classroom teacher of their presence.

Parent Rosters: Names and telephone numbers of parents who wish to be included on a parent roster are available upon request to the administrator. The roster will be shared with only parents

of children at the Center if parent has given written permission to do so. In accordance with state licensing guidelines, the names of children do NOT appear on the roster.

Parent Evaluation of the Center: Parents are encouraged to provide ongoing feedback regarding the Center's program to classroom teachers or a Center Director. Parents are also given the opportunity to complete a program evaluation form each spring quarter.

Procedure for Discussing Parental Concerns: Parents are encouraged to discuss concerns about the Center or concerns about their child's classroom with the Directors by either stopping by the office or making an appointment to address the concern. Parents can also email the Directors, Cathy Waller waller@ohio.edu or Terry Swank swank@ohio.edu. A comment box in the front lobby is also available for written comments. It is additionally encouraged for parents to also address concerns with their child's classroom teacher by asking for a parent conference or home visit. Staff will work with the parents schedule to set up a time that works for all concerned.

Center Garden: Interested families are urged to become involved in the Center garden. The garden is a year round experience with most of the work occurring in the spring and fall. Families are encouraged to be part of this experience by volunteering for the following:

- Help with Garden Work Day
- Assist in organizing documentation of the garden experience
- Help with the yearly Garden Party
- Help with building structures for the garden
- Purchase materials such as seeds and plants
- Weed the garden on weekends or in the evening

Magical Moments: Each quarter we strive to provide children with extra experiences that we may be unable to provide on a daily basis at the Center. Some of these experiences might be related to music, art, dance, magic etc. If a parent has a special talent or knows someone that does, we would encourage them to share the talent with children of the Center as part of the Magical Moment series. Please contact your Master Teachers the Director or Assistant Director if you are interested.

Parent and Teacher Conferences

Parent and teacher communication is an important part of our program. Parents know their child best. Parents are encouraged to share information about their family and their child with the Master Teachers on a daily basis. In order to share information in a more formal way, Master Teachers meet with families at least twice a year for a home visit or parent conference. A home visit is an informal opportunity to meet the child and family within their home. The Master Teachers might see the child's room or play with the child outside, allowing them to get to know the child on their own turf. Home visits are not the time to discuss the child. Parent conferences are times when the parent/s and staff would meet to set goals for the child and to talk about any concerns. Each child should have two conferences a year. The first conference in the fall is to set yearly goals. The second conference happens in the spring. During the spring conference,

staff would go over documents that show the child's growth and development during the year. Types of observations they may have used might be: running records, time sampling, rating scale, event sampling or other types of observation. The teachers will also use the developmental assessment form from *The Creative Curriculum, Developmental Continuum Individual Child Profile*. Teachers will share writing samples, art work or other artifacts they feel reflects the development stage of the child. The conference will be written up and a copy is put in the child's file and a copy is given to the parents. Since we are a lab school, Professional Interns may help with the collection of materials and may sit in on the parent conference with parent approval.

Information Required by the Ohio Administrative Code

The facility is licensed to operate legally by the Ohio Department of Job and Family Services. This license is posted in conspicuous place for review.

A toll-free telephone number is listed on the facility's license and may be used to report a suspected violation of the licensing law or director rules. The licensing law and rules governing child care are available for review at the facility upon request.

The director and each employee of the facility is required, under Section 2151.421 of the Ohio Revised Code, ORC to report their suspicions of child abuse or child neglect to the local public children's services agency.

Any parent, custodian, or guardian of a child enrolled in the facility shall be permitted unlimited access to the facility during all hours of operation for the purpose of contacting their child(ren), evaluating the care provided by the facility or evaluating the premises. Upon entering the premises, the parent or guardian shall notify the director of his/her presence.

Rosters of the names and telephone numbers of the parents or guardians of the children attending the facility are available upon request. The parent roster will not include the name of telephone number of any parent who requests that his/her name or telephone number not be included.

The licensing inspection reports and complaint investigation reports, for the current licensing period, are posted in a conspicuous place in the facility for review.

The licensing record including compliance reports, complaint investigation reports, and evaluation forms from the building and fire departments are available for review upon request.

It is unlawful for the facility to discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S. C. 12101etseq.

Check list of items for all children on the first day of school:

- **All enrollment forms including medical form signed by your physician**
- **Sign off sheet that you have read the parent handbook**
- Child information sheet (yellow form)
- Two changes of clothes marked with the child's name
- Jacket/coat or sweater
- Boots, hat and gloves (depending on season)
- One extra pair of shoes
- Toothbrush and toothpaste (older than one)
- Blanket for crib or cot
- Any special transitional object
- Sunscreen and hat
- Towel and bathing suit (for summer only)
- Other items as requested by the teacher

Extra items needed for Infants:

- Formula or breast milk
- Jars of baby food
- Diapers and wipes

Extra items needed for Toddlers:

- Diapers and wipes
- Extra underwear and clothing for toilet learning as needed

Ohio University Child Development Center
Review of Licensing Rules and Parent/Staff Policies and Procedures

I _____ (please print) parent of _____ have received and reviewed the parent handbook.

Please check that we have reviewed the following information:

- Curriculum and Philosophy
- Child and Staff Ratios
- Enrollment Forms
- Meals and Snacks
- Parent Involvement
- School Delays or Cancellations
- Health Policy
- Safety Policy
- Discipline Policy
- Release of Children from the Center
- Serious Injury
- Child Abuse Policy
- Late Policy

Non-native speakers only

Do you need help in your native language while your child is at the Child Development Center?
 If so, what support do you desire?

We will do our best to work with you to meet your needs in this area.

I was also made aware that the licensing rules are located in the staff workroom (104).

Name _____

Date _____