

**Welcome**

Welcome to Shawnee State University Children's Learning Center! This is an environment where children learn, grow, and thrive. Devoted early childhood professionals provide a caring and nurturing environment that focuses on children as individuals, and teachers and teaching assistants provide developmentally age-appropriate experiences on a daily basis.

Thanks for choosing SSU Children's Learning Center for your child's Toddler/Preschool experience. Your program participation and positive support will assist us in maintaining the program integrity that our NAEYC accreditation and your children deserve.

Our name supports our beliefs, our offerings, and our instructional practices.

**We are the Children's Learning Center . . .  
where children come first.**

Once again . . . Welcome!

**Shawnee State University does not discriminate in admission, access, or treatment in programs and activities or employment policies or practices on the basis of race, creed, sex, color, national or ethnic origin, religion, marital status, age, disability, or sexual orientation.**

**Hours of Operation:**

7:00 a.m. to 5:00 p.m.

Monday - Friday

**Toddler/Preschool Hours:**

9:00 a.m. to 3:00 p.m.

**Program Overview**

Located on the corner of 3<sup>rd</sup> and Union Streets at the eastern edge of the Shawnee State University campus, *The Dr. Miller & Genevieve Toombs Children's Learning Center (CLC)* is a university/community Toddler/Preschool operated in conjunction with the Department of Teacher Education at Shawnee State University. In addition to providing Toddler/Preschool and extended day childcare services, the CLC functions as a laboratory school for the University's early childhood licensure programs. Additionally, SSU students in education, allied health, and social science programs observe and interact with children as part of their required coursework. Clinical work may consist of field experiences, practicums, or internships.

Staff of the CLC serves as adjunct faculty for the Department of Teacher Education. Each Toddler/Preschool teacher holds a minimum of a bachelor's degree with expertise in the field of early childhood education. Teacher assistants are enrolled as full-time students in one of Shawnee State University's licensure programs. Staff-to-child ratios are generally less than the licensing standard.

**Philosophy**

Shawnee State University Children's Learning Center partners with children and families following principles and policies that reflect a developmental and humanistic view of children and childhood. That is, all children are respected as individuals without regard to race, color, creed, gender, religion, national origin, or disability. Children's individual rates of growth, their dispositions, their needs, and their interests are honored. We actively support communication and continuity between the child's family and the CLC, and we seek to establish an environment that nurtures cognitive, emotional, social, and physical growth.

### **Shawnee State University Strategic Plan**

The Children's Learning Center supports and practices the thematic goals of the larger university community.

*Theme: Teaching and Learning*

*Goal:* To be widely recognized as an exemplary public university committed to student success and excellence in teaching and learning.

*Theme: Growth and Development*

*Goal:* To assure the full development of the University through planned enrollment growth and wise investment in educational initiatives.

*Theme: Community*

*Goal:* To increase opportunities for students, the campus community, and area residents by pursuing joint initiatives with the larger community and by cultivating a shared sense of purpose within the University.

### **The CLC Mission...University, Children, Parents, and Families**

Shawnee State University refers to itself as Southern Ohio's "Dream Machine." As a contributing and valued member of this institution, the Center's mission is to help parents dream dreams for their (our) Toddler/Preschool children and launch them into lifelong learning. It may even be that they will return to their alma mater when they are ready for an equally rich higher education experience!

As a lab school and member of the National Council for Accreditation of Teacher Education (NCATE) approved Department of Teacher Education, staff embrace the department's mission of "preparing learner-centered inquiring professionals." This mission will be carried forth by degreed teachers and teaching assistants. The result is a rich experience in which learning occurs on two levels: university degree-track students and Toddler/Preschool students are scaffolding their learning in an academically rich, professional learning community.

### **University/Community Benefits**

The Center benefits the university community in a number of ways:

***Academic Support:*** The CLC is an important resource for SSU students enrolled in two-year and four-year early childhood programs. Pre-service teachers observe and interact with the children as part of their required coursework. The same is true for allied health and social science programs.

***Community Resource:*** As a community resource, the CLC may be the only connection for many who otherwise would have no contact with Shawnee State University. In addition to SSU students, it is common to encounter students from neighboring universities, joint vocational schools, and other agencies committed to young children. Multiple agencies partner with, and benefit from, the services and research-based practices of the CLC.

### **Mission: Partnering with Families to Make a Difference**

As an early childhood provider, the CLC mission is a working family partnership. Recognizing parents/caregivers as the most important teachers in their child's lives is central to helping children reach their optimal potential. In this partnership, family members are not only welcome to observe their children anytime; they are encouraged to be active volunteers at the CLC. Newsletters describe special activities, projects, and field trips; families receive notes home offering a running record of their child's progress; and through access to the Web cam, children can be a part of their family's life from virtually anywhere.

### **Vision: Touching the Future**

As a model site for university students majoring in early childhood education, the CLC bases its practices on sound research and innovative program implementation according to NCATE and the National Association for the Education of Young Children accreditation standards.

The vision of impacting preservice and practicing early childhood professionals is not confined to Shawnee State University. It is broad-based and encompasses future generations of teachers and children as we anticipate the far-reaching effects of the program.

### **Impact Summary**

#### **Shawnee State University**

- ✓ Professional development site for Department of Teacher Education
- ✓ On-the-job training opportunities for 16-20 students per term
- ✓ Observational/field site for Education, Social Science, Allied Health majors
- ✓ On-site classes for Department of Teacher Education
- ✓ Year-round field placements
- ✓ Annual "Kidship Scholarships" for 20+ SSU Pell-eligible students
- ✓ Demonstration site for "best practices"/action research
- ✓ National Council for Accreditation of Teacher Education Partner (NCATE)
- ✓ Independent Study site

- ✓ Recruitment/retention of students
- ✓ Recruitment of Faculty

### Community Impact

- ✓ Quality early care and education
- ✓ Teaching force diversification
- ✓ Workplace development
- ✓ NAEYC Children's Fair/County-wide children's art exhibit sponsor
- ✓ Community resource

### Collaborative Impact

- ✓ REACH (Referral and Educational Association for Child Health)
- ✓ Head Start Education Committee
- ✓ Participation site for area Universities, JVS's, Early Childhood Programs
- ✓ Professional development for licensed providers

### Parent Impact

- ✓ Degreed teachers & degree-track teaching assistants
- ✓ Low teacher/child ratios
- ✓ Tuition discounts for students, staff, SSU alumni
- ✓ Childcare assistance for multiple counties: Ohio Department of Job & Family Services
- ✓ Parent workshops
- ✓ CLC Advisory Council
- ✓ Web-cam access
- ✓ Early Learning Academic Content Standards
- ✓ Progress Reports

### State/National Impact:

- ✓ Licensed by Ohio Department of Job & Family Services
- ✓ Presented Ohio Association for the Education of Young Child Conference
- ✓ National Association for the Education of Young Child Conference Participation

### Child Impact:

- ✓ Wraparound child care
- ✓ Nurturing and educational
- ✓ Diverse and integrated
- ✓ Literacy, science, math enriched
- ✓ Enrichment classes i.e., Kindermusik, Spanish, Gymnastics, Tee-Ball
- ✓ Fun, fun, fun!

Your Impact:

- ✓ Shawnee State University Office of Development  
Tax-deductible donations to benefit the CLC can be made through the Shawnee State University Development Foundation. Consider leaving a legacy through the Commemorative Tile Program. Forms can be obtained from the CLC secretary and info is available on the website.

Goals

CLC goals are based on the belief that positive relationships with peers and responsive adults are vital to social growth and development. Through a safe, nurturing and protective environment devoted to independent exploration and discovery, the CLC provides:

- ❖ An inquiry-based environment that facilitates the intellectual, physical, aesthetic, and social/emotional development of children;
- ❖ A developmentally appropriate curriculum that emerges from each child's interests and needs and encourages creativity, curiosity, and imagination;
- ❖ A quality early childhood program that exemplifies research-based "best practices" for children and families;
- ❖ A site for educational and professional development of pre-service and practicing teachers through observational projects and classroom experiences.

Ethics

SSU Children's Learning Center is committed to offering high quality early childhood education predicated on the NAEYC Code of Ethical Conduct and Statement of Commitment. This organization recognizes that any daily decisions required of those who work with young children are of a moral and ethical nature, thus the guidelines identify responsible behavior and provide a common basis for resolving dilemmas encountered in early childhood program. Because of our philosophy and beliefs, the center is committed to:

- Appreciating childhood as a unique and valuable stage of the human life cycle;
- Basing our work with children on a knowledge of child development;
- Appreciating and supporting the close ties between the child and family;

- Recognizing that children are best understood in the context of family, culture, and society;
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague);
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

A statement from the National Association for the Education of Young Children, 1998, summarizes the intent and outcome of employee conduct: *Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging or physically harmful to children.*

### **Staff Employment/Conflict of Interest**

Children's Learning Center employees may work outside the Center as long as this employment does not conflict or interfere with their work at the CLC. Questions regarding conflict of interest can be directed to the CLC director.

### **Potty Training**

Children are required to be potty-trained upon admission to the Preschool classroom. A maximum two-week adjustment time will be allowed, recognizing that children may experience some setbacks and/or regression during this transitional experience. If, after two weeks, it is clear that the child is not potty-trained, they will be asked to be placed in the Toddler room until that occurs if space is available. Otherwise, the child will be dismissed until potty training is achieved. Toddlers are not required to be potty trained upon admission.

### **Licensing**

The CLC operates in compliance with building, fire, and health regulation codes for the state of Ohio Department of Jobs and Family Services (ODHS 1286 (REV. 6/95)). The license is posted in the CLC reception area, as are the licensing rules and regulations for those who wish to review them.

### **Center Capacity**

The center is licensed to serve 17 Toddler, 52 Preschool and 3 school age children. It should be noted that the teacher/child ratio at the CLC is considerably lower than the State of Ohio requires because the CLC believes

and provides optimal quality care to meet and/or exceed the accreditation recommendations of the National Association for the Education of Young Children (NAEYC).

### **Reporting Violations**

Suspected violations of administrative code chapter 5101:2-12 may be reported by calling (614) 466-3822 or 1-800-686-1568. Questions can be directed to and/or further information obtained from the Central Office of Child Care Licensing, 255 E. Main Street, Columbus, Ohio 43215-3414 or Ohio Department of Job & Family Services: 30 East Broad Street, Columbus, Ohio 43215-3414, 1-866-635-3748, Option 2, then 1, then 4. Their web site: [www.state.oh.us/odjfs/cdc](http://www.state.oh.us/odjfs/cdc).

### **Food Service License**

The food service program, operated by SSU's food service provider, Sodexo Marriott, operates in accordance with federal and state food service regulations defined by the Ohio Department of Health, the Ohio Department of Education, and the USDA funded Child and Adult Care Food Program. Breakfast, lunch, and an afternoon snack are included in the daily tuition rate and meet one-third of the R.D.A. (Required Daily Allowance) of nutrition.

### **Child and Adult Care Food Program (CACFP)**

The Children's Learning Center at Shawnee State University is under the sponsorship of the USDA-funded Child and Adult Care Food Program. Meals are served to all enrolled participants of these centers. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write:

USDA  
Director, Office of Civil Rights  
Room 326-W, Whitten Building  
1400 Independence Avenue, SW,  
Washington, D.C. 20250-9410



or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer as is this program/institution.

All enrollees are required to complete a CACFP application annually. Once a family is properly approved for a free or reduced lunch, the household will remain eligible for a period not to exceed 12 months.

### **Non-Discrimination**

All children are eligible for enrollment, regardless of race, religion, gender, disability or national origin. All children will be provided a full range of learning opportunities and enrichment activities unless otherwise directed by the express permission of the parent or guardian in accordance with religious practices and/or personal beliefs.

### **Confidentiality Defined**

Each family that is enrolled at the CLC has a right to expect confidentiality from the staff. The goal of all discussions or information seeking must be to serve the student and/or their family. Information shared by family members is held in the strictest confidence. Confidentiality implies trust and respect. Practically speaking, confidentiality means that thoughts, views, opinions, and anecdotes that are shared by family members informally or formally at team meetings, conferences, etc. stay within the group. A breach in confidentiality occurs when:

- Personal information/records are passed without family consent
- Staff speak in front of children about other children
- Information draws undue attention to the child's weaknesses/disabilities rather than the child's strengths/abilities
- Staff speak with other children's parents about issues
- Information has the potential to negatively impact the students' welfare or services

### **Communication**

Every building a person enters communicates a message about its occupants. We want the concern and interest in the children we are caring for and educating to be immediately evident. When people enter our building, we would like you to be aware of our respect for children's work and our belief that beauty and orderliness are important aspects of children's learning experiences. In addition to the children and the children's work, our words, our countenance, our receptivity, our actions, our work areas will be a visible demonstration of our philosophy and program goals.

### **Communication Protocol**

You are required to communicate child and program concerns through the teacher and director as opposed to university students.

Teacher communication includes notes home, newsletters, and formal/informal parent conferences. Family activities are a part of the program. Parents are encouraged to be as much a part of the Children's Learning Center as they have a desire to be and as their schedule allows.

### **Web Site**

The CLC launched its new website in April, 2006. Bookmark <http://clc.shawnee.edu> as a "favorite," and visit it often for calendar updates, newsletters, menus, etc. All forms, handbooks, etc. are available electronically. You can also access our site from the SSU web-site by clicking "Most Requested Offices: Children's Learning Center."

### **Web-Cam**

Through the use of the web-cam, parents can access and observe their children on a daily basis from any location that has internet access. Access is granted to the child's primary classroom and is operational during the Toddler/Preschool instructional hours from 9:00-3:00.

### **Web-Cam Use**

In addition to the required Video/Audio/Photo/Press Release, families desiring to use the complimentary web-cam service to access their child's classroom are required to complete a Password Authorization Form for approval, annually. Family usage is family-governed with authorization granted to the **custodial parent only**. Center policies regarding shared custody apply to web-cam access.

### **Webcam Passwords**

Password access is limited and discriminate due to confidentiality. As a result, passwords are limited to three per child and forms are completed and approved annually. Passwords are changed regularly to guard privacy and are deactivated upon withdrawal. A violation of webcam policies is grounds for suspension of privileges.

Initial Password: \_\_\_\_\_

*Please note that the web-cam is grant-funded and its services are dependent on continued funding.*

### **Authorization for Video/Audio/Photo Recording Waiver of Privacy Rights**

Shawnee State University Children's Learning Center is a laboratory school that exists for the purposes of educating Toddler/Preschool children and the next generation of teachers who will educate them. The result is an environment that utilizes video, audio, photo and web-based communication to fulfill assignments for university coursework and for center/university/community publications such as handbooks, brochures, newsletters, press releases, photo displays, etc.

University students enrolled in coursework may be required to periodically videotape and/or photograph children as part of their course requirements and on occasion, families are called upon to support case studies and research assignments. Additionally, the web-cam provides a holistic picture of instruction for parents as well as university students through approved, time-limited blackboard access. Observational access exists for the purposes of communication, instruction, evaluation, and skill development in increasing an understanding of developmentally appropriate early childhood practices. Therefore a video, audio, photo recording of child in attendance is a requirement for enrollment.

### **Web-Cam Management**

The Web-cam is in actuality live streaming video managed by Shawnee State University UIS (University Information Systems), through the Shawnee State University web site and the staff of the Children's Learning Center.

### **Webcam Access**

Password and camera access is controlled by the CLC and access is child-centered not program-centered. In other words, access is granted for the child's classroom and/or playground not the entire center. Access is time-limited and granted only for those periods of time in which the child is enrolled.

### **Authorized Users**

The multi-step process allows authorized users to select up to three unique user names and passwords whose authenticity must be verified by the CLC staff. In effect, our camera service extends our "open door" policy thus custodial/shared parenting policies apply. All access (both successful and unsuccessful attempts) are logged and monitored by the vendor, KidsVision, with regular communication to the CLC.

### **Tips for Webcam Password Selection**

Don't choose a password associated with you in any way.

Don't choose common words or common spellings.

Consider using an acronym or a mixture of letters, numbers, and characters i.e., JaFe90 or taking a common phrase like "A stitch in time saves nine" and using ASITS9.

### **Storage**

Neither the SSU nor the CLC captures or stores any video taken with the Webcam. The CLC has no control over access to the system and/or the storage of video/audio images of the children.

### **Webcam Live Notice Posting**

The Webcam system will be active during the primary center operational hours of 9:00-3:00 with extended hours at the discretion of the program staff and posted notices identifying its use.

### **Webcam Governance**

Audio/video recording for any other purpose than the educational/communicative structure set forth by Shawnee State University and the Children's Learning Center may constitute a crime under Ohio Revised Code 2933.52 section ad 18USC2511.

### **Webcam Security**

To protect against unauthorized access, the webcam system utilizes 128-bit encryption to protect user names and passwords.

### **Scheduled Conferences**

Parents interface with staff on a daily basis during pick-up and drop-off times. In addition, scheduled parent-teacher conferences are held twice a year. Conferences give parents and teachers opportunities to exchange information about the child's progress in all domains.

### **Parent "Show & Share"**

If you have a special interest, hobby, or talent to share with the class, i.e. animal husbandry, banjo playing, speaking a foreign language, cooking a special dish, etc., please inform the child's teacher and/or the center director. The children also have parents come to class to read books with/to them and/or have lunch. Lunch can be ordered for \$2.35. Please contact the teacher/secretary regarding your scheduled visit.

### **Parent Involvement**

Because of the belief in a strong parent partnership, custodial parents/guardians are always welcome at the CLC. Whether that is being a part of the classroom, observing from one of the observation rooms, or volunteering for special projects and/or field trips, there is a place for you at the Children's Learning Center. Advance notification is a courtesy to teachers so they can adequately accommodate parent requests. Family members can be as much a part of the program as their schedule will allow, honoring the best interest of their child.

### **Volunteer Qualifications**

Volunteers who are assisting with children other than their own are subject to the same review process as employees including: a physical, TB test (can be obtained free at the TB Clinic located at 617 Court Street on the corner opposite the Department of Job & Family Services) reference checks, a statement of non-conviction, and a BCII/FBI check. Volunteers must be at least 16 years old, be dependable, and responsible.

### **Volunteer Duties**

Volunteers must sign a confidentiality statement and should sign in and out on a volunteer log in the office workroom. In the classroom may:

- Help with activities, read stories to the children, decorate the room, play with the children on the playground, etc. under the direction and supervision of classroom staff.
- Attend field trips with the children
- Eat lunch or snack with the children, setting an example by trying everything on their plate and sharing positive responses about all of the foods served and supporting good manners like "please" and "thank you"
- Assist with routine clerical tasks
- Assist in the office making copies, using the computer, or answering the telephone

### **Volunteer Guidelines**

Volunteers must:

- Respect the confidentiality of the children, the families, and the program, agreeing to abide by the policies on the confidentiality statement;
- Never discipline a child, but bring concerns to classroom staff;

- Never be alone with a child;
- Eat/drink only the food being served to the children when it is served to the children;
- Comply with the same dress code and hygiene rules as the staff;
- Treat all children equally;
- Eliminate the words "no" and "don't" when communicating with the children;
- Walk over and talk to the children using proximity, and bend down and speak with them at eye level;
- Voice any disagreements/concerns away from the children...never in their presence;
- When in doubt about anything, consult a staff member.

### **Resolution Procedures**

Families are encouraged to voice comments, concerns, or questions regarding the program. The sooner we are aware of a potential problem, the quicker we can act on it. If the family/child experiences a major change i.e. a new baby, divorce, death of a relative/pet, please let center staff know as these changes affect your child at home and at school. Should a problem arise related to the child's program, the following are suggested procedures for a resolution:

- Attempt to resolve the issue directly with the classroom teacher.
- If satisfaction is not reached, bring it to the attention of the CLC director.
- Every attempt will be made to solve the problem in a positive way for the benefit of children, families, and staff.

### **Program Governance/Oversight**

CLC staff members are SSU employees and students and as such adhere to the following rules, regulations, and guidelines:

- SSU Board of Trustees Policies
- Ohio Department of Job & Family Services Licensing Mandates
- Ohio Department of Education Standards
- SSU Teacher Education Standards
- National Accreditation of Teacher Education Standards (NCATE)
- National Association for the Education of Young Children Standards (NAEYC)
- SSU/CLC Handbooks/Policies
- CLC Advisory Council Recommendations

### **CLC Advisory Council Mission**

This organization's mission is to formally integrate into the CLC by advocating for parents, enhancing communication, and influencing policy. The committee meets each semester and promotes an inclusive, respectful community that engages families, supports staff, and enhances the total development of children.

### **CLC Advisory Council Membership**

The council is made up of center staff, representatives from the SSU Department of Teacher Education, and parent representatives from all three classrooms, and community members. Representatives are not elected but instead serve in a voluntary capacity for the purposes of offering support and making recommendations to ensure that the CLC maintains its status as a leader in quality early childhood education.

### **General Emergency Procedures**

General Emergency Procedures fall under the responsibility of Campus Security. Procedures are posted on every bulletin board and include telephone numbers for campus security, emergency squads, the police department, the local hospital, the fire department, children's services, poison control and SSU facilities.

In case of a general emergency, the director/designee will contact campus security directly at 3232. They will in turn notify law enforcement and/or the university emergency management team who will advise on next steps. If safe security requires exiting the facility, staff will take the first aid kit, emergency medicals, class rosters, a cell phone and proceed to the University Center. When the threat of violence is passed and clearance is given by the program staff, a detailed report including the time, date, description of events, persons/things i.e. license numbers, etc. will be filed.

### **Medical, Dental, and General Emergency Plans**

General Emergency Plans are posted in each classroom and include numbers for Campus Security, the hospital, police department, fire department, emergency squad, poison control, and public children's service agencies.

In addition to all applicable emergency numbers, they identify the location of the first aid kit, fire extinguisher, fire alarm system, electrical circuit box, children's records, the ODH Dental first aid chart, and the ODH Communicable Disease Chart per OAC Licensing Rules.

### **Emergency Transports**

The CLC is not authorized to transport and staff should do so under no circumstances. If an accident or incident occurs of such a severity that emergency services are needed, the staff will call 9-911 first to secure an ambulance to transport the child to the parent-designated hospital. The parent will be the second call.

### **Parents/Staff Requiring Emergency Care**

Procedures and medical protocol for staff, parent, and program guests requiring medical/emergency care mirror those set forth for children and reflect university/center/licensing guidelines.

### **Fire Drills**

Building evacuation is one of the most important aspects of a program. In all emergency situations, the priority is to keep the children safe and calm. State fire regulations require monthly fire drills and periodic emergency drills during tornado season (March-May). Evacuation procedures for evacuating the building are posted in each room. Teachers are responsible for familiarizing children/program guests with the procedures. Fire pulls and fire extinguishers are located by each exit door in the facility.

Teachers are responsible for the safe and orderly dismissal of their children during a fire drill. Doors and windows should be closed with arrangements made for assisting children with disabilities out of the building. A room sweep should be conducted to be sure there are no children in restrooms, cubbies, etc.

### **Tornado Guidelines**

The frequency of tornadoes in the past five years has increased the awareness of and the necessity for plans to minimize the effects of a tornado, should one occur, and to provide the maximum protection for students and all staff. Procedures are posted in each room.

*Tornado Watch*- an alert or forecast issued whenever conditions are favorable for the development of severe weather.

*Tornado Warning*- a tornado has been sighted and there may be danger to life or property if protective measures are not taken immediately by people who are in its path.

### **Loss of Electricity/Heat/Water**

In the event of loss of heat, electricity, or water, assess length of time for loss. If for an extended time, contact parents that the center will be closing and children should be picked up.

### **Grouping/Staff & Child Ratios**

Toddlers	18 mo - 30 mo	Ratio of 1:7 with maximum of 14
Preschoolers	3 -5	Ratio of 1:12 with maximum of 24

### **Supervision**

All Children will be supervised at all times. That applies to every setting indoors and out. Once your child is signed in, deliver him/her to the classroom/childcare area and address receiving staff. Children are not permitted to pass through any internal or external doorway or hallway unaccompanied by an adult.

### **Building Security**

The CLC has a keyless entry system requiring a PIN number to enter the building and an access code to sign in. Emergency exit doors are locked throughout the day and are equipped with an alarm system.

### **Campus Security**

Shawnee State University is committed to the safety and security of its students and employees and demonstrates this commitment through policies and programs aimed at reducing crime and protecting the university community. Campus Security has a 24-hour presence on campus and security officers are responsible for patrolling the campus, providing escort services, investigating and making reports of any criminal activity, and enforcing university rules. The first contact for on-campus medical and fire emergencies and traffic accidents is 9-911.

### **Suspected Criminal Activity**

Suspected criminal activities or other emergencies should be reported to the Office of Campus Security by calling 3232 from off-campus phone or 351-3232 from any phone. A number of emergency phones, which provide a direct link to security officers, are located across campus. Staff will not hesitate to make a report when a concern arises. Upon receipt of a report, officers are sent immediately to the site of the complaint.

**Security Cameras**

Security cameras are located inside and outside the building and monitored around the clock by campus personnel.

**Required Photo I.D.**

Until the staff gets to know you, it is a common practice to ask you for a picture I.D. Please inform family not to be offended at this practice. At the CLC, the safety and security of your children is paramount.

**School Closings**

The CLC will be open when the university classes are in session. In the event of inclement weather, please turn your radio on to 1260AM WNXT.

Emergency closures require payment as staff are contracted in advance, thus emergency closures are viewed as contracted days.

**Application Fee**

A \$30.00 application fee must be submitted with each application. The registration fee is for administrative expenses and is not refundable under any circumstances. This fee is not a deposit nor may it be deducted from any tuition payments.

**Waiting List**

The \$30.00 application fee places a child on the waiting list when the program is full. Openings are filled based on the following factors:

1. If the parent is an SSU student
2. If a sibling is enrolled in the program
3. If the parent is an SSU staff member or alumnus
4. Classroom balance, i.e. ethnicity, gender, age
5. Space availability
6. Schedule flexibility

**Preadmission Interview**

Following a review of the application, families will participate in a preadmission interview and be introduced to the center and the accompanying paperwork that must be on file before a child can commence with programming. Because of licensing regulations, children may attend only after all necessary and required documentation is complete.

**File Updates**

Information on the application must be updated if changes occur. It is important that the center be informed of address or phone number changes.

**Parent Access**

Parents must have a working telephone number so they are reachable in the event of an emergency.

**Required Forms:**

- Toddler/Preschool application
- Child's Medical Statement (updated every 11 months)
- Enrollment and Health Information/Emergency Transportation Form
- Permission to Release Child/Roster Permission
- Video/Audio/Photo Waiver of Privacy
- Permission Slip
- CACFP Enrollment Packet
- Request for Administration of Medication (as needed)
- Medical care plan (reviewed annually if applicable)

**Parent to provide copy of:**

- Immunization records and medical (on file before admission and updated every 11 months)
- Proof of Guardianship (if applicable)
- ODJFS Eligibility Document (if applicable)
- Work/School Schedule (if ODJFS)
- Class Schedule if SSU student
- Financial Aid Award Notification, if SSU student
- Alumni Card/Documentation (if applicable)

**Preadmission Interview Documents:**

- Pre-admission Interview Checklist
- Parent Review Statement
- Tuition Contract
- Alumni Documentation, if applicable
- Artsonia Enrollment
- Volunteer Form
- Kidvision Form

### **Child Custody**

Custody issues should be disclosed at the Preadmission Interview and court papers must be definitive as to who has permission to pick up the child. The Center may not deny a parent access to their child without proper documentation.

### **Shared Parenting/Custodial Arrangements**

The Children's Learning Center will not be a part of custodial transfer arrangements of parents of enrolled children who have entered into a shared parenting agreement. The CLC can accept one of two custodial arrangements:

- One parent is assigned exclusive custodial responsibility and the CLC will transfer custody of the child to that parent only; or
- Both parents have shared or joint custody and the CLC will transfer custody to either parent.

Unless the CLC is advised that one parent has exclusive custody of a child, shared or joint custody will be exercised and the staff will release custody of the child to either parent. Shared parenting agreements are between parents. If conflicts arise and corrective action is needed, it should be pursued through the courts without involving the CLC in the dispute. If the terms of this arrangement are unacceptable and/or not honored, educational services will need to be sought elsewhere.

### **First Day Items**

*Label the following items with permanent marker and bring them on your child's first day of attendance:*

- Complete change of labeled clothing including shirt, pants, underwear, socks
- Small blanket for rest time
- Small pillow (if child desires)
- Soft toy to hug

### **Personal Toys**

Personal toys should be left at home. However, Teachers frequently have "show and share" days. On these days, it is appropriate for children to bring items from home with the following guidelines:

- Toy doesn't promote violence
- Is nonbreakable
- Is not sharp, pointed, or very small
- Is not valuable

### **Semester Supplies**

Families are required to provide a supply fee each semester for consumable supplies.

### **Parent Rosters**

Parent rosters are available to any parent upon request. Signed approval for parents' name and telephone numbers on the roster is on the Preadmission Checklist and is intended to increase the networking opportunities between/among parents. This information will not be listed at the parents' request.

### **Class Placements**

Class arrangements are made according to a number of criteria including ethnicity, gender, age of returning children, requested days of attendance, space availability, non-discriminatory factors, etc. A mutual agreement must be reached in order for a request and class placement to be honored.

Special requests for class placement require:

1. A written letter to the director identifying the specific reasons for the placement request;
2. A pre-conference with the director to review the request;
3. A post-conference following the director's review of the request through a meeting with CLC staff.

### **Attendance/Absences**

Full program benefits can be realized only when the child attends the full program regularly and only when they attend for the complete session. Parents are required to call the Center by 9:00 if their child is going to be absent, otherwise an additional charge of \$5.00 may be assessed for administrative fees.

### **Attendance Rosters**

Children must be signed in and out at the front desk each day upon arrival and departure. Attendance rosters also accompany children at all times throughout the day and include times of arrival and departure.

## **Fees**

The CLC is not a drop-in center but rather a licensed Toddler/Preschool program. As a result, children may attend as few as two to as many as five days a week with the expectation that they are at school by 9:00 a.m. in order to support learning and decrease interruptions to the morning program. Contracts are family driven with an additional fee for morning and afternoon childcare services. The center is an Ohio Department of Job and Family Services' partner and contracts with them for Toddler/Preschool services in multiple Ohio counties. Families qualifying for childcare assistance and/or who are SSU students that are PELL grant eligible may experience fee adjustments (with required and completed paperwork) based on the following daily rate schedule:

TODDLER DAY	\$37.00 a day (9:00-3:00)
TODDLER FULL DAY	\$47.00 a day (7:00-5:00)
PRE-SCHOOL	\$27.00 a day (9:00-3:00)
PRE-SCHOOL FULL DAY	\$37.00 a day (7:00-5:00)
PRE-SCHOOL $\frac{1}{2}$ DAY	\$20.00 a day (9:00-11:30)

***Pell students are required to submit an official copy of their SSU schedule along with the Pell award letter each semester.*** Eligibility for Shawnee State University Childcare Scholarship with a \$13.00 per day rate requires an annual determination letter from the Ohio Department of Job and Family Services before scholarship consideration will be given.

## **PELL Childcare Scholarship Renewal**

Pell Childcare Scholarships are subject to renewal after an annual review of the financial aid award notification and the USDA eligibility by the CLC staff. If the review indicates no change in income, the SSU Pell Scholarship will be renewed. If the review indicates a change in income that would support funding through the Department of Job and Family Services, the student will be re-directed to the county department for a re-determination of their eligibility. A denial letter will determine ongoing eligibility for the SSU Pell Childcare Scholarship.

## **Extended Childcare**

Morning childcare (7:00-9:00 a.m.) and afternoon childcare (3:00-5:00 p.m.) have an extended fee of \$5.00 per session. There is a 15-minute grace period before extended care charges are billed, thus families arriving

anytime between 8:45 and 9:00 or departing anytime from 3:00-3:15 will not be billed an extra charge.

### **Payment Information**

Payments by cash, check, money order or credit card (Dis., MC, VISA) will be accepted on a weekly, monthly, or semester basis and are expected to be paid in advance of the service. Paying for the semester in advance allows for a 5% discount. There is also a 10% discount for siblings currently enrolled.

If a check is returned for non-sufficient funds (NSF), a \$30.00 NSF fee will be charged to your account. The \$30.00 needs to be paid in cash along with cash in the amount of the NSF check. Childcare services may be withdrawn if more than two NSF checks are returned.

Failure to make timely tuition payments is grounds for suspension of your child from school until the payments are current. Parents are not refunded for days missed due to illness, vacations, or disciplinary reasons. The staff is contracted, and your tuition keeps the space open for the child's return.

### **Contracts**

Contracts are legally binding and define the term dates and tuition rates. Tuition is payable in one payment before the start of the academic term with a 5% discount or in weekly installments with the installments due at the start of each week. Failure to make timely payments is grounds for suspension from the program until the account is current. Registered days of attendance can be changed when the term changes. Substitute/make-up days are not possible due to ratios and group dynamics.

### **Tax I.D. Number**

SSU's identification number is available for tax filings.

### **Calendar**

The center follows the SSU calendar. When SSU classes are in session, the CLC classes are in session. However, there is an intersession following spring semester. A copy of the SSU calendar is provided in the enrollment packet and made available annually to parents. No tuition is charged for the Christmas/New Year's break or other holidays observed by the University.

### **Drop Off/Pick Up Procedures**

Each child must be brought to and picked up inside the child's classroom by a parent/guardian or registered designee as identified on the application form. This provides an opportunity to be welcomed and/or dismissed by CLC staff. The child must be signed in upon arrival and signed out prior to departure.

### **Release of Children**

Children will be released only to parents/guardians and those individuals who have been granted permission in writing by the parent/guardian to pick up the child. The parent/guardian is responsible for making any changes to the Release Form.

### **Overtime Charges**

An overtime charge of \$6.00 for the first 10 minutes and an additional charge of \$2.00 per minute will be assessed for children left at the center after 5:00 p.m. We expect parents to pick up their children on time as our dedicated staff frequently has other responsibilities that extend beyond regular operational hours.

### **Late Pick-Ups**

In addition to the overtime charge, the following procedures will be followed for late-pick-ups:

- 5:10 Call to parent
- 5:15 Call parent again and call to all emergency transportation contacts
- 5:20 Repeat calls  
Call to one of the permanent CLC staff before proceeding to the next step
- 5:30 Call Scioto County Children's Services to report that a child's been left

Continue calling family/emergency contacts until someone arrives to pick up the child.

### **Emergency Pick-ups**

Those identified as emergency contacts must be age 18 and over and identified as transporters on the application form.

### **Withdrawals**

If a parent feels it is necessary to withdraw his/her child, written notification should be given to the director and a conference should be scheduled as soon as possible in advance of the withdrawal date. Failure to do so will result in a continuation of the scheduled billing. A mutual agreement must be reached in order for a contract to be terminated.

### **Dis-enrollment Policy (Reserving the Right to Dismiss a Child)**

Failure to comply with the existing center/university policies, and/or situations that present a risk to the health, safety, or well-being of children, staff, or the program are grounds for the suspension from the program.

### **Transition and Orientation**

Parents should consider the first days/weeks at the CLC a time of adjustment, recognizing that each child's adjustment will vary depending on his/her age, prior experiences, and temperament. Even children, who usually say "goodbye" cheerfully, can sometimes feel anxious. It is normal for a child to take 2-3 weeks to fully adjust to a new routine. Here are some suggestions on how to help your child transition into the center and/or to the kindergarten environment when he/she is ready to move on:

- Visit the center on one or more occasions before he/she begins attending.
- Develop a routine of reading a story or playing a game together to give your child a feeling of confidence and help get a positive start on the day.
- Say "goodbye" to your child rather than slipping out quickly or quietly so that your child will recognize that although you are leaving, you will be back.
- Realize that reversions to old and/or outgrown behaviors offer a sense of security for children and should be looked at as such.
- Understand that crying or not wanting to return may have more to do with the child's transitional anxiety than staff or programmatic issues.
- Be on time and regular in attendance so your child will feel like a full partner in the program.
- Eat a good breakfast and get off to a relaxed start.

Staff will play a huge role in helping transition children to a new environment and are prepared to help children who are scared or anxious. Even with preparation, a child may still cry, fuss; revert to outgrown behaviors, etc.

Parents and staff need to work together to acknowledge the child's fears and assure success.

### **On Campus/Routine Trips Walks**

Field trips are learning opportunities beyond the classroom that provide contextual learning. They significantly increase learning outcomes, including transfer and retention, by providing opportunities for students to develop and/or broaden their social and communicative skills. Requests for such opportunities require pre-approval of the director and permission from the parents of participating students.

The permission slip signed at the child's enrollment covers all on-campus outings and is required to be signed annually. Children will be required to wear a center ID and although the ratio of adults to children can be 1:7, our preference is 1:4 or fewer.

Children can learn a great deal in our center, but there is a world to be explored outside these four walls. Many community education experiences/field trips will be taken by walking to other facilities on campus such as the library, the planetarium, or the performing arts center. In such cases, campus security will be notified. Children will be assigned to a specific staff member for all trips and will meet and/or exceed the required ratios.

### **Community Education/Off Campus Trips**

Field trips are of two types as defined by licensing: routine trip walks (RTW) and field trip walks (FTW). Requests for such opportunities require pre-approval of the director following the guidelines established on the licensure form. FTW's require a written roster identifying whom the children are assigned to. While parents/volunteers may walk with the children, the assigned roster requires that paid staff is defined for ratios and responsibility. Children are counted before departure and upon arrival, going to and from the trip destination.

(continued on next page)

In the absence of transportation, all trips are walking or wagon trips. In addition to the procedures identified for routine trip walks, they require a written permission form specific to each individual trip that includes:

- Child's name
- Destination
- Parent/guardian signature
- Date and time of trip

#### Ratio of adults to children

Children will be assigned to a specific staff member for all trips and will meet and/or exceed the required ratios while adhering to the following procedures:

- A permission form must be signed in advance and updated annually.
- Identification will be worn by each child identifying the center's name, address, phone number
- First aid supplies and a first-aid certified person will accompany the group.
- Children will be counted prior to departure and upon arrival at each destination.

Emergency transportation forms for each student will be taken on each trip in addition to the class roster, health records for children with specific health conditions and supplies needed to provide treatment. Every attempt will be made to have a cell phone accompany staff on all outings.

#### **Walking School Bus**

Parents and family members are invited to be a part of the "walking school bus" to increase the ratios of adults to children when on field trips walks. As memorandums of understanding are developed for possible semester outings, parents will be permitted to ride on contracted program vehicles to accompany children as space permits. Reservations will be processed on a first-come, first-serve basis.

#### **Self-Transportation**

Any family who chooses to transport their child/children to an event assumes full responsibility for the child to and from the Center, signing them in/out for their programmatic attendance.

### **Parking**

Children and families must enter through the front entrance. The drive-up/drop-off lane is reserved for this purpose. Parents who are here for conferences and/or extended visits should park in the parking lot on the west side of the building before entering and signing in at the main entrance.

### **Curriculum**

The center strives to be a model of Developmentally Appropriate Practices. Guidelines established by the National Association for the Education of Young Children are followed. At the CLC we believe that children learn primarily through active play while exploring and interacting with their environments. That belief is based on sound research by leading theorists such as Jean Piaget, Lev Vygotsky, Maria Montessori, Erick Erikson, and the acclaimed early childhood movement from Reggio Emilia, Italy.

### **Early Learning Content Standards**

Sound theory is foundational to the Ohio Department of Education's (ODE) Early Learning Content Standards. Brain-compatible learning, inquiry-based, differentiated, and integrated instruction are developmentally appropriate practices focused on the whole child. Children are offered experiences that match their developing abilities as well as experiences that challenge them to progress to the next level of learning. Our Toddler/Preschool curriculum is based on and aligned with the Early Learning Content Standards adopted by the State Board of Education. Ohio Infant/Toddler guidelines support practices in our toddler program. More information can be obtained at the ODE website: [www.ode.state.oh.us/ece](http://www.ode.state.oh.us/ece).

### **Emergent Literacy**

While teachers have a thorough understanding of Ohio's competency-based models including language arts, math, science, social studies, art, music, and foreign language, they pay close attention to the interests of children, capitalizing upon them to build a well-rounded program that addresses all areas of learning. There is an emphasis on early literacy skills as well as scientific discovery. While content knowledge is important, here at the CLC we teach children not subjects. Our name supports our instructional practices. We are the Children's Learning Center...where children come first.

### **"Developmentally Appropriate Classroom"**

A developmentally appropriate classroom is like a good home, where children can learn through playing, cooking, watching, listening, acting, reading or pretend reading, and writing or pretend writing. It is a place where they can explore their environment, ask questions, and answer questions. It is a place where the teacher is like a parent--reading to the children and talking about the stories they read; writing for children and allowing them to write for different purposes; taking time with the children to explore their community on field trips; and talking about those experiences together. It is a place where children clean up after themselves, learn more about familiar and unfamiliar topics (usually called themes), and learn more about what interests them most--themselves. Most importantly, it is a place where children learn that reading provides both enjoyment and information, and they develop the desire to read and write. (Hall and Cunningham, 1997)

### **Skills Under Construction**

Skills under construction include:

Cooperating	Comparing	Classifying	Analyzing
Imagining	Measuring	Arranging	Patterning
Organizing	Planning	Creating	Communicating
Balancing	Predicting	Matching	Self-regulating
Concentrating	Discriminating	Socializing	Cutting
Climbing	Helping	Hopping	Riding

### **Developmental Screenings**

All Children are screened and participate in developmental assessments. In addition to assessing developmental readiness, hearing and vision assessments may also be made available.

### **Integrated Technology**

Technology may be integrated into the daily routine of classroom activity. For example, musical rhythms with actions may be introduced with recordings, and a computer used as an electronic rhythm-matching game. Software may enrich curriculum content/concepts.

The curriculum may be extended with technology offering new avenues and perspectives. For example, exploring shapes on the computer provides opportunities to stretch, shrink, bend, and combine shapes into new forms. Such activities enrich and extend children's thinking/actions with physical manipulative.

### **Technology Web-sites**

Web sites accessed at the CLC and presented for your consideration:

[www.storyplace.org](http://www.storyplace.org)

[www.PBSkids.org](http://www.PBSkids.org)

[www.sesameworkshop.com](http://www.sesameworkshop.com)

[www.sfskids.org](http://www.sfskids.org)-San Francisco Symphony Family Music Site

[www.smithsonianeducation.org/students/](http://www.smithsonianeducation.org/students/)

[www.ottoclub.org](http://www.ottoclub.org)-AAA safety tips

[www.weeklyreader.com](http://www.weeklyreader.com)

[www.kids.nationalgeographic.com/](http://www.kids.nationalgeographic.com/)

[www.weather.com/activities/homeandgarden/schoolday/](http://www.weather.com/activities/homeandgarden/schoolday/)

The Weather Channel

[www.tumblebookslibrary.org](http://www.tumblebookslibrary.org). Username: Shawnee. Password: Libra

[www.artsonia.com](http://www.artsonia.com)

[www.starfall.com](http://www.starfall.com)

### **Artsonia/Artsonia Fan Club**

The CLC participates in the world's largest international online children's art museum with thousands of artworks by students from over 100 countries. In addition to increasing technological awareness and multi-cultural understanding, parents have an opportunity to be actively involved in their child's education of and through the arts. Parents can submit artwork into their child's personal gallery in addition to the center's gallery site. A signed permission slip and an email address will afford you the opportunity to become a member of your child's fan club. Encouragement of family members and friends to do so will allow them to comment on your child's work and create a rich pen-pal learning experience.

### **Artsonia Purchases**

The children's art is purchasable on everything from stamps to tote bags. Items purchased make for very special personalized gifts, a percentage of which is returned to the Children's Learning Center Playground Fund. In addition to building self-esteem and increasing literacy opportunities through the marriage of art and technology, Artsonia is an embedded fundraiser, thus it is a win-win situation for those who take advantage of all it has to offer.

### **Daily Schedule**

The daily schedule is posted in each classroom and includes a balance of teacher-directed and child-initiated activities as well as active/quiet choices and indoor/outdoor play.

### **Importance of Outdoor Play**

According to the Ohio Department of Job and Family Services Rule 5101:2-12-14, children are required to spend some time out-of-doors each day in suitable weather. A popular misconception is that cold weather causes children to become ill or catch colds, however, just the opposite is true. Having some time outside, even in colder weather, is good for the children because it provides them an opportunity to breathe fresh air as opposed to warm, recycled air, which is a breeding ground for germs and viruses. Parents are responsible for sending clothing that suits the weather conditions. As a rule, if you want your child to wear mittens, hats, boots, etc., send them in labeled mittens, boots, hats, etc. Preferably an extra set to be left in your child's cubby.

### **Safe Outdoor Play**

Outdoor play and its duration will be dictated by temperatures/wind chill (20 degrees or above in winter and 90 degrees or below in summer) and accompanied by monitored weather conditions i.e. humidity, pollen, storm conditions, etc. The schedule is modified in the summer with longer outdoor times in the morning, with exposure to the sun of 30 minutes or less between the hours of 10:00 and 4:00, and frequent water breaks.

### **Sunscreen**

Sunscreen should be considered in warm weather and applied ***before the child comes to school*** as it should be applied 20 minutes before children go outdoors. Sunscreen requires a signed Medication Request Form for its reapplication during the school day and parents need to provide Sunscreen Lotions of SPF 35 or above upon admission to the program. In the event that outdoor play is not possible, large muscle activities will be provided indoors.

### **Full program Participation**

To maintain adult/child ratios, all children are expected to participate in the full program including outdoor play. If your child is well enough to attend school, attendance is predicated on full program participation.

### Enrichment Classes

After school enrichment classes may be offered at the CLC from 3:15 - 4:00. By definition, an enrichment class is a class in which the content taught requires specific skill(s). Course instructors will be experts in their field. Cost for enrichment classes will be determined in advance.

### Preschool Sample Schedule

7:00-9:00	AM Extended Care
9:00	Arrival, Welcome -Preschool day with degreed teacher begins
9:00-9:30	Circle Activities-Songs, Finger plays, Story
9:30-9:45	Breakfast
9:45-10:45	Free choice Blocks- Listening Center- Dramatic Play- Art Center- Writing Center- Lego Table- Sand/Water Table- Computers- Theme Related Activities-
10:45-10:55	Clean up
10:55-11:20	Activities in Multi-Purpose Room or Outside Play
11:20-11:30	Clean up for lunch
11:30-12:00	Lunch (*Lunch/recess times vary and are based on daily enrollment)
12:00-12:10	Prepare to go outside
12:10-12:50	Outside play
12:50-1:00	Restroom, drinks, put away coats
1:00-1:10	Bedtime story
1:10-2:00	Rest time
2:00-2:15	Curriculum snack
2:15-3:00	Free choice
3:00-3:15	Prepare to go home or to the Childcare room.
3:15-5:00	PM Extended care
3:15-5:00	Outdoor play, weather permitting or active video, songs, Games, PE skills, computer/literacy activities

### Modified Summer Schedule

7:00-9:00	AM Extended care	
7:00-8:15	Transition and free choice	
8:15-8:30	Breakfast snack	
8:30-9:30	Outdoor play, weather permitting	
9:30-9:45	Transition and restroom/Prepare for Toddler/Preschool day	
9:45-10:15	Circle activities	
10:15-10:30	Morning snack	
10:30-11:45	Blocks-	Listening Center-
	Dramatic Play-	Art Center-
	Writing Center-	Lego Table-
	Sand/Water Table-	Computers-
	Theme Related Activities-	
11:45-11:55	Clean-up and prepare for lunch	
12:00-12:30	Lunch	
12:30-12:45	Outdoor play, weather permitting	
12:45-12:55	Restroom break, hand washing, prepare for carpet time	
12:55-1:30	Carpet Activity/Story	
1:30-2:30	Rest Time	
2:30-2:45	Snack	
2:45-3:15	Free Choice Activities	
3:15-4:00	PM Extended Care	
4:00-5:00	Outdoor play, weather permitting, or active video, songs, Games, PE skills, computer/literacy activities	

### Sample Toddler Daily Schedule

7:00 - 8:45	Extended Care
8:45 - 9:00	Flexible arrival; free play; <i>Good Mornings!</i>
8:30 - 9:15	Self-initiated snack (breakfast)
9:15 - 9:45	Diaper check / toileting Free play
9:45 - 10:45	Outdoor play; large motor experiences
10:45 - 11:15	Individual and group experiences - group time; self-selected and teacher facilitated Lunch tables prepared Diaper check / toileting
11:15 - 11:45	Lunch Diaper check / toileting
11:45 - 12:05	Individual and group experiences Diaper check / toileting
12:05 - 12:15	Cot placements Quiet time begins (children napping - diapering and toileting as children awaken - quiet experiences ongoing)
12:15 - 1:45	Quiet time (children napping - diapering and toileting as children awaken - quiet experiences ongoing)
1:45 - 2:00	Self-initiated snack (afternoon)
2:00 - 2:30	Outdoor play; large muscle experiences
2:30 - 3:15	Flexible dismissal; free play; <i>Goodbyes!</i>
3:15 - 5:00	Extended care

(during inclement weather, our multi-purpose room is used for large muscle play)

### **Language**

Teachers/assistants will model good communication skills with one another and with the children. Children are encouraged to use words to express their feelings as well as to work out difficulties. Even the very youngest children are exposed to verbal problem solving. Teachers try to help the child put his or her feelings into words. It is important to show how physical acts can be expressed verbally: "That makes you sad" or "You are angry because someone took your toy."

### **Celebrations**

As a part of our multicultural, anti-bias curriculum, we like to include holidays celebrated by children of various groups. Sometimes, we make our own celebrations like Pajama Day or Teddy Bear Day. Families are welcome to initiate the ongoing study of their family traditions, customs, languages, and celebrations. Please inform us should we be aware of ethical or religious considerations. Also, feel free to share family traditions and holidays that are important to you.

### **Birthdays**

If you wish to have a special celebration for your child's birthday i.e. special napkins, treat for the day, etc., please let the teacher know in advance.

**Consideration should be given to providing a healthy treat as an alternative to traditional birthday cake or cupcakes, recognizing that health and nutrition are elements of a quality early childhood program.**

We recommend that celebrations occur right after naptime at approximately 2:15.

### **Birthday Alternatives**

An alternative might be to support the Center's birthday gift program, adding a book or some other material to the classroom in your child's honor. Cash donations to the Center must go through the SSU Foundation.

We will celebrate a child's birthday in the classroom if a parent approves. Families are invited to contribute a special snack i.e., fresh fruit, veggies and dip. The teacher should approve special snacks. Some children have food allergies i.e., peanuts, wheat, milk, and the teachers will be prepared with an alternate snack when necessary.

### Party Invitations

Invitations to parties outside of the Center can be extended to any child whose family has given permission to be included on the Class Roster. Families are encouraged to invite all the children in the classroom community, but in any case, invitations should be cleared through the front desk and will be distributed by staff via the sign-in book.

### Clothing to Suit the Curriculum

Children should be dressed in comfortable play clothes that allow for active and often messy projects. Pants and T-shirts prove the best, even for girls, since dresses may hamper climbing or other active play. Cowboy boots, dressy flats, flip-flops, or sandals sometimes get in the way of a child's easy movements and may often be the cause of falls, slips, and injuries. Shoes must be worn at all times except rest time.

### Labeled Change of Clothes

A child's clothing will be changed if it becomes wet or very dirty during the day. For this reason, your child must have a ***complete change of labeled clothes at the center at all times; i.e. socks, underwear, shirt, pants.*** Staff will be responsible for reminding parents when an additional set of clothing is needed. Please label all of your child's personal belongings; especially hats, coats, mittens, and boots. Staff will launder clothing only if there is adequate time before departure, otherwise, the clothes will be double-bagged and in the child's cubby. Again, if your child comes home for any reason with Center clothing, please launder and return the clothing within one week.

### Nap Time and Rest Periods

Each afternoon, there is a quiet time for all children as defined by childcare licensing. Each child has their own labeled cot exclusively for their use, and they are expected to rest quietly on their cot or engage in quiet activities during rest time, allowing time for those who need to sleep the opportunity to do so. The ratio of adults to children may increase per OAC standards allowing staff to take required breaks and participate in staff meetings and/or conferences. A favorite blanket, pillow, or stuffed animal may be sent for your child to use at rest time. Parents are asked to take all blankets, pillows, etc. home weekly for laundering.

### **Snacks**

A breakfast will be made available per licensing regulations due to the length of our program day. It is a "set out" breakfast as an option for all children, however, parents are encouraged to provide a nutritious breakfast before children arrive. In addition to breakfast and lunch, a snack is provided in the afternoon. Both snacks are posted on the daily menu and include 100% juice or milk.

### **Lunch**

Mealtime is an opportunity for learning. Staff is encouraged to eat with the children as a part of the curriculum's social focus.

The meals served at the CLC meet the nutritional guidelines of the USDA and fulfill at least one-third of each child's recommended daily dietary allowances. Food from each of the four basic food groups is served in a

sufficient quantity that meets the required nutritional allowances, and children are encouraged to try new foods. Thus, packed lunches are not an option with the exception of those with defined/written guidelines and or food allergies.

Lunches are prepared and delivered by the University Food Service. Menus are posted weekly on the parent bulletin board and in each classroom.

### **Modified Family Style Service**

Lunch is served in a modified family-style dining format, allowing the children to receive the USDA recommended portions and also allowing them to pass/share food and practice portion control/good manners. Manners are fundamentally important and meals are meant to be a pleasant, "fine dining" experience. Meals from home are not permitted unless a care plan is defined and arrangements have been made due to dietary restrictions.

### **Lunch Helper Responsibilities**

Child helpers should assist in setting the tables and all children should assist in clean up of their area. Children should be encouraged to identify and enjoy a wide variety of foods. Sharing distaste for a food may prevent a child from even trying it. Children should be encouraged to taste everything but not forced to eat anything.

### Food Allergies

**Parents are to pack a daily breakfast and daily snack consistent with your child's allergy requirements.** It is the responsibility of the parent to notify the center of any food allergies. It is our responsibility to post and honor them. Food allergies are posted by class/name on every refrigerator in the center. Failure to do so can pose a serious health risk to some children.

### Child Guidance/Classroom Management

Classroom management is child-centered and offers children the opportunity to learn self-control. If conflicts arise, staff members strive to help children find alternative modes of behavior while explaining why inappropriate behavior is unacceptable. Staff members try to identify potential conflicts before they occur and help children problem-solve before the problem is really a problem.

Constructive child-guidance and management techniques are used consistently and may include redirection, separation, talking with the child, praising appropriate behaviors, or peer-to-peer peace initiatives. Separation, when used as discipline, shall be brief in duration and appropriate to the child's age and circumstances (approximately 1 minute per year of age). The child shall be within sight and hearing of a childcare staff member in a safe, lighted, and well-ventilated space.

Classroom management is the responsibility of the classroom teacher with the support of the teacher assistant and the cooperation of the program director. It should address self-control, independence, and appropriate social skills such as cooperation, negotiation, and communication, as it is the goal of discipline to help children to learn self-direction and solve problems as independently as possible.

When problems arise, children are encouraged to express their feelings in appropriate ways. "Use your words" is a phrase often used to encourage a child to tell a peer or program adult that he/she is upset. Recognize that success with "use your words" will be based on the child's vocabulary and cognitive ability.

### **Expectations/Techniques to be Used with Children**

Set clear limits  
 Redirect to an appropriate activity  
 Show positive alternatives  
 Model desired behavior  
 Reinforce appropriate behavior  
 Encourage children to control their own behavior  
 Cooperate with others  
 Talk things out

### **CLC Rules**

The rules at the CLC are posted throughout the school with the goal of internalizing them within each child. They are short and simple.

- Take care of yourself.
- Take care of others.
- Take care of your school.

### **Preventing Difficult Situations**

Often prevention is the best means of avoiding potentially difficult situations. If the environment is conducive to the interests, pleasures, and needs of the children, discipline problems occur less frequently. Decide where you stand on important issues and stick to it. Consistency is the key to positive child guidance and good management is deciding which things you are going to insist on. Guidance (discipline) helps children cope with the challenges of daily living, the interpretation of their world, and an acquisition of their social skills.

#### ***As Parents/Caregivers, we encourage you to:***

- Choose your issues
- Set clear, consistent and reasonable boundaries
- Help children gain self-control
- Understand developmental milestones
- Expect age-appropriate, developmentally appropriate behavior (they are Toddler/Preschoolers not older children or adults)

#### ***Children need:***

- Strategies like ignoring, negotiating, preparing, anticipating
- Limited choices: "Do you want me to help you with your coat or can you do it yourself?"

- Boundaries and a knowledge of that which is safe, allowed, and expected as well as why
- Help in organizing their time and energy
- Rituals around activities to give them a sense of control
- Preparation for what will happen next (picture schedules, "we will do this, then this")
- Motivation- "Where does your coat go?" rather than "hang up your coat" Pretend you forgot where the coat goes, make a game of things, sing songs to accomplish tasks, count
- Occasionally removed from the situation. Sometimes that is all that will work

### **Social Skills Development**

The teachers at the CLC try to model different types of behavior management techniques. Some ideas in order to get the children quiet:

- Turn off the lights and say, "Stop. Look. Listen."
- Say the following: "1, 2, 3, Look at me."
- Without saying a word, start to clap out a rhythm with your hands. The children will join in.
- Bring your voice down low and whisper your instructions.
- Change the pace by singing a quiet song.

To help children develop self-control and appropriate social skills such as cooperating, negotiating, and communicating, staff/parents are encouraged to:

- **Stay Calm**  
Be firm and definite.
- **Be Understanding**  
Acknowledge the child's feelings, but let him know that his behavior is unacceptable. "I know you want that doll, Amy, but Susie has it now."
- **Teach New Behaviors**  
If a child is screaming or shouting, suggest an alternative way to act. "Kathy, use your talking voice and tell Tom that you don't like it when he takes your doll."

- **Give Choices**  
If the child is fighting to take something that someone else has already claimed, then say "You may use one of these dolls or play with the doll house."
- **Redirect**  
Offer a safe version of the same action. For example, if a child is throwing blocks that may hurt someone. "Throwing blocks may hurt people. Throw this foam ball instead."
- **Change Activities**  
If a child persists in aggressive behavior, direct him to an activity he can do alone, i.e., play dough, a book, a puzzle, and the computer.
- **Consequences**  
When possible, have children accept the consequences of their actions. If a child knocks down someone's block structure, ask him to help rebuild it. If a child pushes someone down, have him or her get a tissue for the other child's tears, or sit with the child until he/she feels better.
- **Other Directed**  
Point out to a child the result of his action. "Jack is upset because his train has been torn apart." Children will often want to help when they understand what they've done.
- **Model Appropriate Behavior**  
Demonstrate desired behavior i.e., hand washing, table manners, social skills, expressing anger with words instead of actions.
- **Active Listening**  
This careful, accurate listening to a child's feelings conveys adult's recognition and acceptance. Merely feed back your perceptions of the child's feelings without giving advice or trying to persuade the child to feel differently. "I can see that you are angry with Tom."
- **Use "I" Messages**  
State the problem and communicate your feelings respectfully, giving the child a chance to change their behavior. "I see that there are a

lot of pots and pans out in the house area and it is almost time to go outside."

- **Manage Strong Emotions Responsibly**

To manage strong emotions like anger, allow and encourage children to acknowledge all feelings while not permitting them to harm anybody because of those feelings.

- **Time-Out Space**

When a child is out of control or hurting others, a short time-out period will be given. Time-outs will be no longer than one minute per year of the child's age. Then a staff member will review the reason for the separation, the behavior now expected, and will help the child rejoin the group gracefully so that he/she can try again.

### **Child Guidance and Management Guidelines**

The Center strictly adheres to the child guidance and management set forth by Ohio Childcare Licensing in accordance with 5101:2-12-22 of the Ohio Revised Code; Rules 22 applies to all employees of the center, including the following restrictions:

- An absence of cruel, harsh, or corporal punishment such as shaking or spanking.
- Discipline shall be delegated to the staff only and never to another child.
- Physical restraints will never be used to confine a child.
- Children will never be placed in locked, confined, or enclosed areas.
- An absence of profanity, threats, derogatory remarks, shame, fear, fright and/or verbal abuse.
- Discipline shall not be imposed for failure to eat/sleep or for toileting accidents.

For the safety of the children:

- Center staff will always supervise children.
- Monthly fire drills and seasonal tornado drills will be held
- Children will be instructed in emergency procedures, which are posted in each classroom.
- Staff members are trained in first aid, the prevention and recognition of communicable disease and child abuse.
- A telephone is available in each room in the center and emergency access is visible and available.

CLC staff has had classes and in-service hours in child management. In cases where the child's behavioral or emotional problems prove extremely disruptive to the general program and/or if one-to-one supervision is required on a long-term or consistent basis to ensure the health or safety of the child or other children, parents may be asked to withdraw the child from the CLC. A referral for therapeutic intervention would accompany such a request.

### **Un-allowables**

No child will be allowed to use or bring from home dangerous articles such as pocketknives, matches, guns, prescription medication or OTC medicines.

### **Childcare Licensing Disciplines Guidelines**

The Center strictly adheres to the discipline guidelines set forth by the Ohio Childcare Licensing Code.

### **Child Abuse**

Any member of the CLC who suspects an incidence of child abuse is required by law, Ohio Revised Code 2151.421, to report his or her suspicions to the center director who will in turn report to the Scioto County Children's Services Board. All staff are mandated reporters and are trained in Child Abuse Prevention, First Aid, Communicable Disease, and CPR.

### **Accidents/Incidents**

Written instructions are posted in each classroom, and Accident Injury Reports or Behavior Incident Report Forms will be completed/signed by the reporting staff member and the administrator. The form will be given to the parent/guardian the day of the incident, who also reviews and signs the form. One copy is given to the parent, and the other is placed in the child's file.

Staff members will complete an accident report on the day of the occurrence for:

- Illness which requires first aid treatment
- Accident which requires first aid treatment
- Injury which requires first aid treatment
- Bump or blow to the head
- Emergency transporting
- Unusual or unexpected event which jeopardizes the safety of children or staff
- Behavior which has caused harm/disrupted the program

Accident/incidents of a serious nature are defined on the state licensure form and require filing an additional report with the state licensing authorities within 24 hours.

### **Illness/Absence Policy**

In the event of a long-term illness on the part of the child, the following procedures will be followed:

- The parent will submit a written request for sick leave to the director.
- The parent will pay the contracted fee for the first 10 consecutive days the child is ill.
- The parent will pay a holding fee of 50% of the fee per week for any succeeding weeks of the child's illness.
- A doctor's statement, verifying the child's illness and projected recovery will be required prior to the time of return.

### **Medications**

The professional staff of the CLC administers medications, vitamins, topical treatments (sunscreen/lotions) and special diets only when requested by a parent under the direction of a physician or nurse practitioner. Ohio law requires the completion of form ODHS 1217 in order for medication to be given. A copy of the appropriate form is in your parent packet and additional copies should be secured from the secretary prior to a doctor/dentist visit.

The completed "Administration of Medication" must accompany any medication, prescription or over-the-counter drug to be administered. Over-the-counter drugs can be only be kept for a maximum of three days, and must have the:

- Child's name
- Date

### **Medication Request Form**

In addition to medications, this form is also necessary for any child who is on a special diet and/or has allergy medications that are prescribed by a physician. The form must be completed and filed with the secretary each time a child changes/adds a medication. The child's name and the time the medication is to be administered must be written on the form provided in

order for the medication to be administered. Each time a staff member administers the medication, it is noted on the bottom of the form IF50127 and kept in the child's file.

- ✓ Medication Location
- ✓ Medications are kept in a locked file and must be in the original prescription bottle with the following information:
  - ✓ Child's name
  - ✓ Name of the drug
  - ✓ Expiration date
  - ✓ Time schedule for medication administration
  - ✓ Appropriate dosage
  - ✓ Name of the physician
  - ✓ Date

### **Medical/Physical care Plan**

A child with health conditions or requiring medical procedures must have a Medical/Physical care Plan (ODJFSS01236) signed annually that includes:

- ✓ Name of child
- ✓ Instructions for any medical procedure to be performed
- ✓ Name of staff members trained by the parent or guardian
- ✓ Signed parent permission for the procedures to be performed
- ✓ An explanation of additional educational/therapeutic services the child is receiving
- ✓ Records release for the center to contact other service providers

### **Physical Examinations**

Each child must have a comprehensive physical examination on the state required form prior to admission to the program and every 11 months thereafter.

### **Immunizations/Waiver**

This Immunization Waiver was developed under the direction of ODJFS licensure agent with approval by the District Representative from the Ohio Department of Health. Immunization requirements may be waived for religious reasons upon submission of the parent or guardian's written request or for medical reasons upon submission of a physician's or certified nurse practitioner's written request for exemption. The waiver is stapled to the child's medical and is updated annually.

**Smoke/Tobacco-Free**

The CLC is a smoke-free facility. Smoking is not permitted on the premises or the surrounding grounds and because of licensure can only be tolerated away from the site and out of site of the children.

**Communicable Disease**

Each classroom is required to post the ODHS Communicable Disease chart, which identifies diseases, symptoms, methods of transmission, and control measures. As a childcare center licensed by the State of Ohio, it is required that the procedures concerning communicable disease be strictly adhered to at all times to protect the health and safety of all children and staff members. Any child or staff member exhibiting any of the symptoms identified on the ODHS Communicable Disease chart is considered a possible carrier and may not be in attendance at the center. (Chapter 5104, Ohio Revised Code)

**Communicable Disease Identification Procedure**

If a Toddler/Preschool staff member identifies a child with symptoms of communicable disease, the child will be offered his cot and separated from the other children. A staff member will be assigned to stay with the child with an expectation that the parent will pick the child up immediately (allowances will be made for travel time). The child or staff member will be readmitted to the CLC when he/she is symptom-free for a period of 24 hours without medication, or until a physician's written permission verifies that there is no risk of contagion.

**Communicable Disease Notification**

If a communicable disease has been identified, Center parents will receive a written notice of exposure within 24 hours. That notice will include the date of the suspected exposure and the symptoms that may occur. Multiple copies of the notification will be placed on the secretary's counter next to the children's sign-out sheet.

**Communicable Disease Isolation**

A child isolated due to suspected communicable disease shall be:

1. Within sight/hearing of staff members at all times
2. Cared for in a room away from other children
3. Provided with a cot & made comfortable (cot sanitized when through)

### **Children's Prescription Medications/Inhalers**

Children's medications/inhalers will be properly labeled and kept in the office, administered and signed off by the staff according to the child's Health Care Plan.

### **Symptoms for Discharge**

***Do not send your child to school if they are sick and/or if they are exhibiting any of the following symptoms:***

- ✓ Diarrhea (three or more abnormally loose stool within a 24 hour period)
- ✓ Severe coughing causing the child to become red or blue in the face or to make a whooping sound
- ✓ Difficult or rapid breathing
- ✓ Yellowish skin or eyes
- ✓ Redness of the eye or eyelid, thin/pus discharge, matted eyelashes, burning, itching or eye pain
- ✓ Vomiting more than one time or when accompanied by any other sign of symptom of illness
- ✓ Stiff neck with an elevated temperature
- ✓ Sore throat or difficulty in swallowing
- ✓ Untreated infected skin patches, unusual spots or rash
- ✓ Evidence of untreated lice, scabies, or other parasitic infestation
- ✓ Unusually dark urine or gray/white stool
- ✓ Temperature of at least 100 degrees in combination with any other symptom( *Temperature will be taken by the axillary (armpit) method with a digital thermometer which will be sanitized after each use.*)

### **Hand Washing**

Staff and children engage in hand washing with regularity. Proper procedures are posted by each sink and hand washing is required by all staff upon entering the building in addition to before and after:

- Eating
  - Rest rooming
  - Assisting with illnesses
  - Contact with body fluids
  - Cleaning
  - Food handling
- (continued on next page)

- Handling pets or pet objects
- Taking off disposable gloves
- Whenever visibly dirty
- Diaper changing

### Hand Washing Children

Signs are posted by each sink detailing the following instructions:

1. Wet hands with running water.
2. Lather hands with soap
3. Weave fingers back & forth
4. Rinse hands from wrist to fingers until all soap is gone
5. Turn off water with towel, thoroughly dry hands, dispose of towel.

The water is preset to not go beyond a certain temperature at any of our sinks; however, it is the friction more than the water temperature that is responsible for killing bacteria. For this reason, singing a hand washing song or counting to 20 will help the children meet the required time for cleaning. Make it a game. Even hand washing can be fun!

### **Mildly Ill Children**

The staff is trained to recognize signs and symptoms of illness. Children who are not exhibiting the above-described symptoms but are not feeling well will be cared for and observed for worsening conditions. Parent notification and removal is at the discretion of center staff if it is determined that they present a risk to the health, safety, or well-being of others.

### **Outbreak Procedure**

In the event of a communicable disease outbreak, the child will be removed from the center for the duration of the outbreak i.e., if any child in the center has measles (as documented by a physician), the child would need to stay home for the defined incubation period. In the case of measles, that would be 14 days. Upon returning to the school, should another case of measles be documented, the child would need to stay home for another 14 days.

### ODJFS Ohio Administrative Code Information

*\*The following information must be given in writing to all parents, guardians, and employees as required in 5101:2-12-30 of the Ohio Administrative Code. JFS01237 (4/2003)*

The CLC is licensed to operate legally by the Ohio Department of Job and Family Services. The license is posted on the bulletin board in the main lobby for review. A toll-free telephone number is listed on the license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing law and rules governing childcare are available for review at the facility upon request or at the ODJFS web site.

The administrator 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 children, evaluating the care provided by the facility or evaluating the premises. Upon entering the premises, the parent, or guardian shall notify the Administrator 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 or telephone number of any parent who requests that his/her name or telephone number not be included.

The licensing inspections and compliance reports for the current licensing period are posted in a conspicuous place in the facility for review.

The licensing record including compliance report forms, complaint investigation reports, and evaluation forms from the building and fire departments are available for review upon request from the Ohio Department of Job and Family services.

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. 12101 et seq.

**Handbook Revisions**

No handbook can anticipate every circumstance or question about program policy or procedures. As circumstances, state mandates, or university requirements change, policies must accompany them. The Center, therefore, reserves the right to revise, supplement, or rescind portions of the handbook when necessary. The handbook is intended as a guide to support successful programming for children and successful partnerships with families.

**"One hundred years from now it will not matter what your  
bank account was, the sort of house you lived in, or the kind  
of car you drove . . .  
But the world may be different because you were important in  
the life of a child."  
-Author Unknown**

