



Welcome to the Children's Learning Center. I am so glad we are able to provide the highest quality education available for your young children.

My promise to you is that I will do everything in my power to make sure your children are well taken care of each day. I promise that we will feed their bodies and minds so that they become eager life-long learners. I promise that I will challenge our faculty to stay on the cutting edge of research so that they may continue to grow in their skills and knowledge. I am committed to providing a vibrant future for our school and for each child that walks through our doors.

As we work together and partner in your child's education, never hesitate to ask for help along the way. I am here to help in any capacity that I am able. It is my pleasure to serve as the Director of the Children's Learning Center.

Best regards,

Heather Howard,
Director

Center Parent Information

The center is licensed to operate legally by the Ohio Department of Job and Family Services (ODJFS). This license is posted in a noticeable place for review.

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

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

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

The administrator's hours of availability to meet with parents and child/staff ratios are posted in a noticeable place in the center for review.

The licensing record, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire departments, is available for review upon written request from the ODJFS. Inspections are also online at <http://childcaresearch.ohio.gov/>. Parents may search for a specific program and sign up to be notified when the program's latest inspection is posted online. It is unlawful for the center to discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S.C. 12101 et seq. To file a discrimination complaint, write or call Health and Human Services (HHS) or ODJFS. HHS and ODJFS are equal opportunity providers and employers.

Write or Call:
HHS
Region V, Office of Civil Rights
233 N. Michigan Ave, Ste.
Chicago, IL 60601
(312) 886-2359 (voice)
(312) 353-5693 (TDD)
(312) 886-1807 (fax)

Write or Call:
ODJFS
Bureau of Civil Rights
240 30 E. Broad St., 37th Floor
Columbus, OH 43215-3414
(614) 644-2703 (voice)
1-866-277-6353 (toll free)
(614) 752-6381 (fax)
1-866-221-6700 (TTY) or (614) 995-9961

For more information about child care licensing requirements as well as how to apply for child care assistance, Medicaid health screenings and early intervention services for your child, please visit <http://jfs.ohio.gov/cdc/families.stm>.

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

License certificate is posted in the lobby and inspection reports are available online.

The Children's Learning Center Tax ID is 31-086491

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Staff Directory

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Shawnee State University Children's Learning Center

1240 Third Street Portsmouth, OH 45662

Hours of Operation:

7:30 a.m. to 5:30 p.m.

Monday – Friday

Before School care: 7:30 a.m. to 8:30 a.m.

Infant/Toddler/Preschool/School-Age Hours: 8:30 a.m.-3:30 p.m.

After School care: 3:30 p.m.-5:30 p.m.

Program Overview

Located on the corner of 3rd 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 Infant/Toddler/Preschool. In addition to providing Infant/Toddler/Preschool and extended day childcare services, the CLC functions as a laboratory school for the University. 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.

Each Infant/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, preferably Early Childhood Education. Staff-to-child ratios are generally less than the licensing standard. Project BEAR members are funded by the AmeriCorp ServeOhio grant and assist in providing literacy instruction to students. Teacher Aides work closely with teachers to assist in the care of students. All staff members are required to complete twenty-hours of professional development every two years.

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.

Goal 1: Our academic programs give Shawnee State and our graduates a competitive advantage

Goal 2: Our admission practices help prospective students identify the best pathway to their career goals

Goal 3: Our services enhance the quality of life for students and community

Goal 4: Our operations and processes are customer-focused and outcome-driven

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

The mission of the CLC is to educate, train, and inspire in a joyful environment.

University/Community Benefits

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

Academic Support: The CLC is an important resource for many SSU students but especially for those enrolled in the four-year early childhood program through the School of Education. 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 digital notes home through an app called Brightwheel offering a running record of their child's activities; and through access to the Web cam, children can be a part of their family's life from virtually anywhere. Mothers who are nursing their child can come in to feed their baby at their convenience.

Vision: Touching the Future

The vision of impacting, especially, pre-service 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 School of Education
- ✓ On-the-job training opportunities for 30-40 students per semester
- ✓ Observational/field site for Education, Social Science, Allied Health majors
- ✓ On-site classes for School of Education
- ✓ Year-round field placements and/or student teaching
- ✓ Annual tuition assistance funded
- ✓ Demonstration site for “best practices”/action research
- ✓ CAEP (Council for the Accreditation of Educator Preparation)
- ✓ Independent Study site
- ✓ Recruitment/retention of students
- ✓ Recruitment of Faculty
- ✓ Participant in Celebration of Scholarship

Community Impact:

- ✓ Quality early care and education
- ✓ Teaching force diversification
- ✓ Workplace development
- ✓ NAEYC Children’s Fair
- ✓ Community resource
- ✓ ODE funded preschool
- ✓ AmeriCorp Serve Ohio Project BEAR

Collaborative Impact:

- ✓ SOMC
- ✓ VRCFA
- ✓ Participation site for area Universities, Career Development Centers, 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
- ✓ Ohio's Early Learning and Development 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
- ✓ Presented Fabulous Friday Early Childhood Conference
- ✓ STEPUP to Quality 5 Star Rated

Child Impact:

- ✓ Wraparound child care
- ✓ Nurturing and educational
- ✓ Diverse and integrated
- ✓ Literacy, science, math, music and art enriched
- ✓ Fun, fun, fun in a nurturing environment

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 or The Miss Hetty Professional Development Fund. Forms can be obtained from the CLC administrative assistant and information 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 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, updated 2011, summarizes the intent and outcome of employee conduct: *Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating 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 highly encouraged to be potty-trained upon admission to the preschool classroom, but doesn't hinder them to be in the preschool classroom. Support is available to children and families to help children become independent and successful. Please communicate what protocol you are using at home so that the teachers can maintain consistency at school.

Licensing

The CLC operates in compliance with building, fire, and health regulation codes for the state of Ohio Department of Jobs and Family Services. The license is posted in the CLC reception area, as are the licensing rules and regulations. Inspection reports are available online for those who wish to review them.

Center Capacity

The center has four classrooms: two classrooms serving infants and toddlers and two classrooms serving preschoolers. During the summer, the center converts one preschool classroom into a school-age classroom. 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). The CLC will not exceed the following state required ratios:

<u>Maximum</u>	<u>Ratios/Group Size</u>
Infants (six weeks and under 12 months)	1:5 or 2:12
Infants (12 months and under 18 months)	1:6 or 2:12
Toddlers (16 months and under 2.5 years)	1:7 or 2:14
Toddlers (2.5 years and under 3 years)	1: 8 or 2:16
Preschool (3-5 years)	1:12 or 2:24
Preschool (4-5 years)	1:14 or 2:28
School-Age	1:18 or 2:36

Because we desire to provide a higher level of quality care we will strive to maintain a 1:5 ratio in the infant/toddler room, a 1:6 ratio in the toddler room, and a 1:10 ratio in preschool classrooms. Ratios for toddlers and preschoolers may be doubled for 1.5 hours at naptime as long as all children are resting quietly on their cots and staff is in the building to meet the regular required staff/child ratio if there is an emergency. Maximum group size requirements do not apply during naptime, meal time, snack time, outdoor play, field trips or special occasions.

Reporting Violations

The toll-free complaint number for the Ohio Department of Job and Family Services is 1-877-302-2347, option 4 or email childcarepolicy@jfs.ohio.gov

Food Service License/Regulations & Child and Adult Care Food Program (CACFP)

Food Service License

The food service program, operated by SSU's food service provider, Aladdin, 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.

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.

Latest USDA non-discrimination state

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.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410; or
2. fax: (833) 256-1665 or (202) 690-7442; or
3. email: Program.Intake@usda.gov

This institution is an equal opportunity provider.

*Page updated: February 15, 2023

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.

Procedures for Discussing Parental Concerns

Parents are encouraged to discuss concerns about their child or concerns about their child's classroom with their child's teacher. Parents are to address concerns with their child's classroom teacher by asking for a parent conference. Staff will work with the parent's schedule to set up a time that works for all concerned. If the parent wishes to discuss a concern with the Director, they may either stop by the office or make an appointment to address the concern. Parents can also email the Director, Heather Howard at hhoward@shawnee.edu.

Web Site

The CLC has a website. Orientation videos are available to review important information before your child's first day of school noted by the director and your child's teacher. Bookmark www.ssucalc.com 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 "Children's Learning Center" under Teacher Education (Academics-Center for Lifelong Learning-Youth and Pre-College Programs -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 Infant/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 annually complete a Password Authorization Form for approval. 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 discriminates 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.

(Please note that the web-cam is dependent on continued funding. Current funding continues through 2023).

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 Infant/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 Kidvision, 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 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.

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.

Daily Information and Scheduled Conferences

Mutual respect between teachers and parents is highly valued and promoted through open and on-going communication. Sharing information occurs during the daily arrival and departure times and through the use of the Brightwheel app which is provided for all children. 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. You may call the front desk and request a teacher to contact you. If so, the teacher will return your call but may not be able to contact you until after 3:30 p.m. unless it is an emergency. Please pay attention to information sent home from the office either through an email or message in your Brightwheel app account.

Parent “Show & Share”

If you have a special interest, hobby, or talent to share with the class, i.e. playing a musical instrument, 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 \$4.00. 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.

Center Orientation

During the application process, the Director will schedule tours and individual or small group meetings with all new families to discuss the Centers' philosophy and policies. Families will be introduced to staff that are available, as well as tour the entire Center. Children new to the center or to a classroom will meet one-on-one or in small groups with a classroom teacher at a Family Orientation held the week before the new school year begins. A Family Open House is also held the week before the new school year begins.

Parents of CLC Students

Parent Education

Ongoing parent education is available and other meetings as deemed appropriate.

Parent Conferences

The classroom teachers will meet with parents in small groups before the new school year begins to discuss their classroom teaching philosophy, curriculum goals, policies, volunteer opportunities, etc. Two conferences per child per year will be conducted. However, additional conferences may be requested and scheduled as questions or concerns arise.

Parent Visits

Parents are invited to visit the Center at any time during the day. Parents should feel free to observe from one of our observation rooms, interact with their child, etc. It is also encouraged for parents to visit their child's classroom to share skills or talents with the children, i.e. woodworking, cooking, etc. Such involvement can be arranged by talking with the classroom teacher. When planning to visit or observe the classroom, please notify the teacher in advance so they can accommodate parent requests.

Parent Rosters

Names and telephone numbers of parents who wish to be included on a parent roster are available upon request to the office. The roster will only be shared with parents or guardians of children at the Center and individuals associated with the center who request it for center related business if the parent has given written permission to do so. In accordance with state guidelines, the names of children do NOT appear on the roster. The roster is intended to increase the networking opportunities between/among parents.

Parent Evaluation of the Center

Parents are encouraged to provide ongoing feedback regarding the Centers' program to classroom teacher or the Center Director. Parents are also given the opportunity to complete a program evaluation form each year.

Volunteer Qualifications

A volunteer present during child care hours is an unpaid person who is never used in the staff/child ratios, never has care, custody or control and helps meet children's need. If volunteering three or fewer times per calendar year, ODJFS paperwork requirements do not apply. However, if volunteering four or more times per calendar year, volunteers are required to submit: a statement of non-conviction, a medical form signed by a physician or CNP, 3 references, a BCII/FBI check and a signed Employee Policy Statement. A parent volunteer volunteering four or more times per month is required to have on file a non-conviction statement, and both a BCII and FBI check.

Volunteer Duties

Volunteers must sign a confidentiality statement and should sign in and out on Brightwheel system at the front desk. In the classroom volunteers 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 and library needs
- ❖ 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”, if possible, 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.

Policy & Procedures

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.

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. A Positive Behavior Support approach will be used school-wide, emphasizing the Center's behavioral expectations:

- Take care of yourself
- Take care of others

- Take care of your school

CLC Behavior Policy

At SSU's Children's Learning Center, the safety and well-being of every child is our top priority. We are committed to creating a nurturing and secure environment where children can explore, learn, and grow with confidence. Our facility is designed with child safety in mind, featuring secure entry systems, age-appropriate equipment, and carefully supervised play areas. Our trained staff follow strict health and safety protocols, ensuring that each child is cared for with the highest level of attention. At SSU CLC Preschool, we believe that a safe and caring atmosphere is the foundation for a positive early learning experience.

Our goal is to foster a positive, supportive, and inclusive environment where every child feels safe, respected, and understood. To prevent biting and other challenging behaviors, we aim to implement proactive strategies that promote healthy emotional expression, social skills development, and self-regulation. By teaching children how to communicate their needs effectively, resolve conflicts peacefully, and manage frustration, we can reduce the likelihood of aggressive behaviors. We will also provide consistent guidance, close supervision, and age-appropriate interventions to ensure all children are encouraged to develop positive behaviors and a sense of empathy toward their peers.

Biting, while understandably concerning for parents and caregivers, is a common and age-appropriate behavior in young children, especially in a preschool setting. It often occurs as a result of limited verbal skills, frustration, teething, or a desire for attention. At our preschool, we recognize that biting is part of early development but are committed to addressing it effectively. We have a comprehensive plan in place that focuses on prevention, such as teaching children to express their feelings through words, promoting positive social interactions, and redirecting energy through safe activities. When biting does occur, we handle it with immediate care, communication with parents, and strategies tailored to the child's individual needs to ensure a safe and supportive environment for all.

Staff members are expected to follow a plan of action to be used if biting or persistent behaviors occur in the classroom. Persistent behavior includes biting, hitting, pushing, kicking, etc. This plan will be created by our staff, parents, and the recommended resources. Please note that if multiple behaviors occur in one day, you will be asked to remove your child for the day.

If all resources have been exhausted with no improvement and the family refuses to comply with the plan of action or recommendations, the child will be expelled from our program at the discretion of the director.

Biting Behaviors

Why Do Children Bite?

Biting is a natural part of children's development.

- Infants and toddlers put everything in their mouths. It feels good to bite and chew while teething.
- Toddlers and young preschoolers do not have verbal skills to fully express themselves.
- Biting brings a quick and dramatic response.
- Children experience many emotions (positive and negative) that are difficult for them to express and, at times, control. These emotions can be caused by numerous things such as overstimulation, frustration, fatigue, separation anxiety, etc.

For the Biter:

1. The child is immediately removed from the situation with no emotion, using words such as "biting is not okay, it hurts." Read a social story to the individual and class. Avoid any immediate response that reinforces the biting or calls attention to the biter." Read a social story to the individual and/or class.
2. The biter is not allowed to return to immediate play. The teacher discusses the situation with the child about how they were feeling when the incident occurred and how the other child feels. For example, "I can see that you want that truck, but you cannot hurt your friend. Our teeth are not for biting or hurting our friends."
3. Have the child say, "I'm sorry" and ask for forgiveness.
4. Positively redirect the child to other play.
5. Write an incident report to notify the parents of the incident.

For the victim:

1. Separate the victim from the biter.
2. Comfort the child.
3. Wash the area with soap and water.
4. Administer first aid, if necessary.
5. Write an incident report and notify parents of the incident.

Incident reports are filed in the office. Biting and other behavior incidents are filed separately. A Behavior log will be filed in the classroom.

If behaviors continue, we have a referral process in place. We would be happy to help make those connections if needed.

Recommendations include:

1. Consult with the child's pediatrician.
2. Help Me Grow 740-354-0256
3. Hopewell Health Center 740-541-1012

Sensory Diet

We offer a sensory diet which consists of activities and tools that are used based on the individual's specific sensory needs.

A sensory diet might include:

- oral chewing toys/jewelry, crunchy foods, chewing gum, chewy foods
- sucking/licking items such as popsicles, drinking through a straw, suckers
- blowing activities-blowing bubbles, whistles, pinwheels, party blowers, harmonicas, balloons
- brushing teeth
- sensory bin
- calming corner with a variety of self-regulating items

Please note that if multiple behaviors occur in one day, you will be asked to remove your child for the day.

If all resources have been exhausted with no improvement and the family refuses to comply with the plan of action or recommendations, the child will be expelled from our program at the discretion of the director.

Guidance (Discipline)

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 control their own behavior, cooperating with others and solving problems by talking things out
- 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 as 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 feedback 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.
- **Quiet Space** - When a child is out of control or hurting others, a short time period will be given in the quiet space. 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.
- **Act As A Camera** - Step in to the camera lens and narrate children's' actions. "I can see that you are sad because your bottom lip is out and there are tears coming from your eyes." This allows children to internalize those emotions and see the picture in their own head. It also allows them to form empathy for others when they see those same things happening to a friend in the classroom.

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 School of Education Standards
- ★ Council for the Accreditation of Educator Preparation (CAEP)
- ★ 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 School of Education, parent representatives from all four 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. We have collaborated with Campus Security to find the safest and most efficient protocols should the threat of immediate danger arise. 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-September). Evacuation procedures for evacuating the building are posted in each room.

Weather Guidelines

Severe Thunderstorms: Children will remain indoors during severe thunderstorms. If thunderstorms begin while children are on the playground, they will immediately return to the safety of the building. If they are on a field trip, children will seek shelter until the severe thunderstorms pass.

Tornadoes: The frequency of tornadoes in the past several 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. All children and staff will proceed to the room identified as the tornado shelter, room 2, and the weather blinds will be secured. All children and staff will remain in the shelter until an all clear sign has been given by the campus wide alert system. If children are on a field trip, they will shelter in place until the threat passes.

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.

Flash Flooding: Our school is not located in an area prone to flash flooding. Children will remain out of harm's way and shelter in place.

Major Snowfall/Blizzards/Ice Storms: The university/CLC may be forced to close, delay opening, or cancel classes due to severe winter weather. If conditions are severe, information will be broadcasted by WSAZ. Parents may sign up for closing notifications on WSAZ.com. If an

emergency occurs during the school day, parents will be notified by phone, email, and WSAZ. Children will remain sheltered in place until all children are picked up safely.

Earthquakes: If inside the building, children and staff will remain inside and take cover under a table and stay away from glass or objects that could fall. If children and staff are outside, they will remain outside and move to the open area of the playground away from trees and power lines. They will cover their heads and watch for falling debris. Parents will be notified of the emergency.

Emergency Outdoor and Indoor Lockdown or Evacuations

If there is a threat of violence while the children are indoors, such as an active shooter, bioterrorism or terrorism, an evacuation plan has been adapted so children and staff are kept out of harm's way. The children and staff will remain hidden until an all-clear sign has been given by the director and/or law enforcement. If it is not safe to remain in the building or return to the building for any reason, including hazardous materials and spills, gas leak or bomb threat, all children and staff will evacuate to the designated location. Parents will be notified.

Procedures for Notifying and Communicating with Parents Regarding the Location of Children if Evacuated

Parents will be notified by Brightwheel, email, phone and/or WSAZ if an evacuation occurs. And if possible, a note will also be placed on the front door of the school by the secretary to notify them of our location.

Disaster Procedures During Field Trip

If a disaster occurs while on a field trip, all efforts will be made to return safely to school. If that is not possible, parents will be notified of the children's location and staff will seek appropriate shelter as needed based on the type of disaster and remain to provide care to all children.

Emergency Management Plan Updates

The emergency management plan will be updated on an annual basis and revised as needed.

Contact with Local Emergency Management Personnel

The Children's Learning Center is in contact with the Department of Public Safety at Shawnee State University on a daily basis. The department helped create and periodically reviews our emergency management plan. The department provides feedback to ensure that the center maintains the highest level of safety and security.

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, we will contact parents that the center will be closing and children should be picked up.

Outbreaks/Epidemics/Infectious Disease Emergencies

In the event of an outbreak, epidemic, or infectious disease emergency, we would notify parents and the Portsmouth City Health Department and follow the directions of the Portsmouth City Health Department regarding closures and cleaning.

Staff Duties/Training/Reassignment

All staff are trained on an annual basis in August. A refresher course is offered each January in case staff are reassigned, newly hired, or their duties have changed. All full-time staff participate in active shooter drills and other emergency drills to ensure all staff are trained, capable and competent to perform required skills. Staff participates in professional development training to provide the highest quality of education for your child along with maintaining state required learning standards.

Supervision

All children will be supervised at all times by sight and sound. That applies to every setting indoors and out. Once your child is signed in, you 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.

One group of no more than six school age children, fourth grade age or older, may engage in activities which pose no physical risk to their safety in a room without a child care staff member as long as the child care staff member:

- a) Can see or hear the children at all times
- b) Checks on the children at least every five minutes

School children may leave the center for specific activities, including walking to and from the center or school, walking home or to another destination. Written permission shall specify:

- a) The child's name
- b) The child's destination
- c) Arrangements for transportation to and from the activities
- d) Time of arrival and departure
- e) Time period for which permission is given
- f) Parent or guardian's signature and date

Security

Building Security

Safety of children and staff at the Center is our number one priority. 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. The front door is unlocked from 7:30 a.m. – 5:30 p.m., however the inner set of front doors remain locked. All classrooms have doors that remain unlocked during school hours. The playground remains locked during school hours. Faculty /staff can open the playground locks for emergency evacuation if deemed necessary.

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 740-351-3232. Staff are vigilant and 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 center 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 Delays or Cancellations

In the event of inclement weather, please watch WSAZ TV. Information may also be on the SSU Website and on Brightwheel. If the University closes or classes are cancelled due to severe or unsafe weather conditions, the Children's Learning Center will be closed also. If due to unforeseen circumstances (i.e. power failure, loss of heat, etc.) and the Center must close while school is in session, parents will be called to pick up their child. An email and Brightwheel

message will be sent to each classroom and/or office email list, along with an attempted telephone call.

A staff member will stay with the children until they are picked up. Emergency closures require payment as staff are contracted in advance, thus emergency closures are viewed as contracted days.

Preadmission Enrollment Information

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.

Enrollment Management Responsibilities

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 Admission/Enrollment Forms:

- ⇒ Application
- ⇒ Child's Medical Statement (updated every 12 months)
- ⇒ Enrollment and Health Information/Emergency Transportation Form
- ⇒ Permission to Release Child 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)
- ⇒ SUTQ Family Information Forms
- ⇒ ASQSE

Parent to provide copy of:

- ⇒ Immunization records and medical (on file before admission and updated every 12 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
- ⇒ Volunteer Form
- ⇒ Kidsvision Form

Semester Supplies

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

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 cot sized blanket for rest time
- ✱ Small pillow (if child desires)
- ✱ Soft toy to hug
- ✱ Family photograph
- ✱ Extra items needed for infants: formula or breast milk, jars of baby food, diapers and wipes
- ✱ Extra items needed for toddlers: diapers and wipes, extra underwear and clothing for toilet learning as needed

Infant Care Policies

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

- ✂ Children eat and sleep on their own schedules; various daily activities are offered
- ✂ Diapers are checked and changed every 2 hours
- ✂ Children are always within sight and sound of teaching staff
- ✂ All children unless otherwise ordered by a physician and the appropriate form completed, are placed on their backs to sleep
- ✂ Pillows, comforters, sheepskins, stuffed toys and other soft items are not permitted in the crib of an infant
- ✂ Infants head must be uncovered during nap

- ✂ Children are held when they are given their bottles
- ✂ Bottles are not permitted in cribs
- ✂ Children do not carry bottles or cups in the classroom
- ✂ Teachers offer children fluids when the family and teachers decide together they are ready
- ✂ Items that the child places in their mouth are sanitized as needed
- ✂ Parents are the expert of their child. Parents are always encouraged to share their expertise of their child with their child's teacher.
- ✂ Breastfeeding is encouraged. Mothers are welcome to come into the program and nurse their child throughout the day in any of the designated areas.

Formula

With the Child and Adult Care Food Program, the CLC will offer formula and other required infant foods to all enrolled infants. The iron fortified formula we will provide for infants until they turn one year of age is **Enfamil Neuro Pro**. If you would like to provide your infant's formula, please complete the CACFP Parent Preference Letter.

Breastfeeding

Mothers are encouraged to breastfeed their children and are welcome to come into the program to do so throughout the day. Several spaces are designated to provide mothers with a comfortable, private space for nursing. Please see the front desk for information.

Toys from Home

The Center has enough materials in the classrooms so children do not need to bring items from home. Children are welcome to bring toys from home to the classroom as long as they are safe for the children in the classroom. However, this is discouraged due to the fact toys break or become lost or misplaced. Often a blanket or special item from home does give support to a child during rest time. Children may not bring in toy guns or knives, items of great value, items that are sharp or pointed or a choke hazard.

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.

Arrival Time/Attendance/Absences

Full program benefits can be realized only when the child attends the full program (8:30-3:30) 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. We ask our children to arrive on time each morning. If they are unable to arrive by 9:30 a.m., we ask that you keep your child at home that day.

Attendance Rosters

Children must be signed in and out at the front desk each day upon arrival and departure using the Brightwheel system. 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 Infant/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 Infant/Toddler/Preschool services in multiple Ohio counties. Families qualifying for childcare assistance and/or who are SSU students that receive a PELL grant may experience fee adjustments with required and completed paperwork.

Pell Scholarship Students

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 \$20.00 per day rate requires an annual determination letter from the Ohio Department of Job and Family Services before scholarship consideration will be given. Eligibility also is determined based upon fund availability.

PELL Childcare Scholarship Renewal

Pell Childcare Scholarships may be 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 may 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 (7:30-8:30 a.m.) and afternoon childcare (3:30-5:30 p.m.) have an extended fee of \$3 per AM session, \$3 per PM session. There is a 30-minute grace period before extended care charges are billed, thus families arriving anytime between 8:30 and 9:00 or departing anytime from 3:00-3:30 will not be billed an extra charge.

Payment Information

Payments can be made online anytime it is convenient for you at www.ssuccl.com. From the homepage, simply click on PAY TUITION under the quick links tab. You can also find the link under ADMISSION. Paying online gives you greater flexibility to keep your account current. Payments may also be made by using our parent engagement system provided by Brightwheel. These will be accepted on a monthly or semester basis and are expected to be paid in advance of the service. Paying for the entire school year in advance allows for a 5% discount. There is also a 5% discount for siblings.

If a payment is returned for **non-sufficient funds (NSF)**, a **\$50.00 NSF fee** will be charged to your account. Childcare services may be withdrawn if more than two NSF are returned.

A fee of \$25.00 will be charged if your payment is not received by the 10th of each month.

Failure to make timely tuition payment by the 30th of the month will result in suspension of enrollment 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 9 month installments due the first of each month from September to May. 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 provided there are openings. Substitute/make-up days are not possible due to ratios and group dynamics.

Calendar

The CLC Academic Calendar is available at the front desk or on the CLC website.

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 electronically signed in upon arrival and signed out prior to departure using the Brightwheel.

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. In addition, staff will not release a child to anyone including parents/guardians who appears to be under the influence of alcohol or drugs. Emergency calls will be made to transport the child home and the police will be notified if necessary. ****(ADD in according to custodial agreement if applicable)****

Fee Schedule

Please refer to your Parent Contract for specific financial policies and tuition costs.

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 5:30 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:

- **5:40 Call to parent**
- **5:45 Call parent again and call to all emergency transportation contacts**
- **5:50 Repeat calls**
 Call to one of the permanent CLC staff before proceeding to the next step
- **6:00 Call Scioto County Children's Services to report that a child has 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

A MINIMUM 2 WEEKS WRITTEN WITHDRAWAL NOTICE is required for all permanent withdrawals. If sufficient notice is not given, there will be a charge for the additional month. There will be no refunds in tuition. A mutual agreement must be reached for a contract to be terminated. A conference should be scheduled with the Director as soon as possible in advance of the withdrawal date.

Dismissal

The school reserves the right to dismiss any student who, after an adequate period of time is not benefitting from the program; for 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; or for non-payment of tuition and fees. (See Behavior Policy)

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 or longer 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. If a child in the infant/toddler classroom transitions to a preschool classroom mid-year, a transition plan will be written at a pre-transition conference between family and faculty/staff to ensure the transition is a 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.

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.

School Age Field Trip Policy

School children may leave the center for specific activities, including walking to and from the center or school, walking home or to another destination. Written permission shall specify:

- g) The child's name
- h) The child's destination
- i) Arrangements for transportation to and from the activities
- j) Time of arrival and departure
- k) Time period for which permission is given
- l) Parent or guardian's signature and date

Parking

Children and families must enter/exit through the front entrance only. The drive-up/drop-off lane is reserved for this purpose. Parents who are here for conferences and/or extended visits should park using on street parking or not blocking drive-up/drop-off lane 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 Development Standards

Sound theory is foundational to the Ohio Department of Education's (ODE) Early Learning Development 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 Infant/Toddler/Preschool curriculum is based on and aligned with the Early Learning Development Standards adopted by the State Board of Education. More information can be obtained at the ODE website: www.earlychildhoodohio.org

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. To further support this mission, all of our staff and all Project BEAR members are trained in the LETRS program that was outlined in the State of Ohio Strategic Plan.

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

Developmental Screenings/Assessments

Young children at the center are assessed a minimum of two times a year. The first assessment is done within 60 days of the child's enrollment date. The children are observed in their natural classroom environment on a daily basis. The center uses the Brigance as the assessment tool. Work samples are also collected throughout the year and are placed in a folder with the child's name. The assessment tool is used as a planning tool for each child and the classroom as a whole. The written assessments are kept confidential in folders with the child's name. The child's parents, teachers and administrators have access to the assessment. Assessments are shared with parents during parent conferences twice a year or when requested.

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

www.PBSkids.org

www.sesameworkshop.com

www.sfskids.org-San Francisco Symphony Family Music Site

www.smithsonianeducation.org/students/

www.ottoclub.org-AAA safety tips

www.weeklyreader.com

www.kids.nationalgeographic.com/

www.weather.com/activities/homeandgarden/schoolday/

The Weather Channel

www.tumblebookslibrary.org. Username: Shawnee. Password: Libra

www.artsonia.com

www.starfall.com

Importance of Outdoor Play

According to the Ohio Department of Job and Family Services Rule 5101:2-12-17, 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. Leaving an extra set in your child's cubby is helpful.

Nature Preschool

Outdoor play presents children with opportunities to be creative, explore, and take risks in a natural environment. Each week, our preschool students go to the Shawnee Forest where the Naturalist works closely with our teachers to provide them with experiences that enhance their learning.

Safe Outdoor Play

Outdoor play and its duration will be dictated by temperatures/wind chill (25 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.

When it is not possible to go outside, teachers arrange the classrooms for large motor play.

Supervision of Swimming (SUMMER PROGRAM)

All parents or guardians must sign the ODJFS form #1227 Permission To Participate In Swimming Activities For Child Care in order for their child to participate in a swimming activity (wading pools). All children who have permission will be supervised by a staff person by sight and sound at all times. There will be a minimum of two staff persons supervising this type of activity. In case of an emergency a staff member will secure the area and call a staff person or 911 for help as needed. Swimming refers to the use of wading pools on the center's playground.

Sunscreen

Sunscreen will be applied in warm weather 20 minutes before children go outdoors. Sunscreen Medication Request Form is signed at the beginning of the year in your child's packet of paperwork and is updated annually. If a different sunscreen is needed please let the secretary know and fill out the required form. 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. School day is from 9 a.m. – 3 p.m.

Enrichment Classes (When Offered)

After school enrichment classes may be offered at the CLC from 3:30 – 4:15. 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.

Daily Classroom 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.

Infant/Toddler Schedule (Modifications If Necessary)

7:30 – 8:30	AM Extended care (Morning Care) Diaper check/toileting
8:15 – 8:45	Breakfast Flexible arrival; free play; Good Morning! Diaper check/toileting
9:00 – 9:15	Free play/teacher facilitated experiences Diaper check/toileting;
9:15 – 11:30	Carpet Circle Time; Story Time; Baby Doll Circle Time Outdoor play; large motor experiences Individual and group experiences – group time, self-selected; teacher-facilitated Lunch tables prepared Diaper check/toileting
11:30 – 11:45	Lunch Diaper check/toileting
11:45 – 1:45	Quiet time; children napping (diapering and toileting as children awaken – quiet experiences ongoing)
1:45 – 2:15	Free Play/teacher facilitated experiences
2:15 – 2:45	Self-initiated snack (afternoon)
2:45 – 3:15	Outdoor play; gross motor experiences
3:15 – 3:30	Diaper check/toileting
3:30 – 5:30	Dismissal/PM Extended Care (Afternoon Care)

Preschool Schedule (Modifications If Necessary)

7:30 – 8:00	AM Extended Care (Morning Care)
8:00 – 8:45	Wash Hands & Breakfast
8:45 – 9:00	Clean Up & Restroom/Wash Hands
9:00 – 9:45	Morning Meeting/Calendar (Whole Group)
9:45 – 10:45	Recess or Walk (Outdoor play; gross motor experiences)
10:45 – 11:15	Clean Up & Restroom/Wash Hands
11:15 – 11:45	Lunch/Wash Hands
11:45 – 12:00	Restroom/Wash Hands
12:00 – 2:00	Rest Time
2:00 – 2:15	Restroom/Wash Hands
2:15 – 2:45	Snack
2:45 – 3:30	Small Group Centers
3:30-5:30	Dismissal/PM Extended Care (Afternoon Care)

Modified Summer Schedule (Modifications If Necessary)

7:30-8:30	Extended care
8:00-8:30	Breakfast
7:00-8:30	Transition and free choice
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	Learning Center and Teacher directed Learning Invitations (blocks, dramatic play, writing center, sand/water table, theme related activities, listening center, art center, Lego table, computer)
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	Extended Care
4:00-5:30	Outdoor play, weather permitting or active video, songs, games, PE skills, computer/literacy activities

Verbal Problem Solving Skills

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."

Attire

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 48 hours.

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. Any child who does not fall asleep after an appropriate length of time during the designated nap time shall have the opportunity to engage in quiet activities. The ratio of adults to children may increase per licensing regulations standards allowing staff to take 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.

Meals and Snacks

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 meet all Child and Adult Care Food program requirements.

Lunch

Mealtimes are an opportunity for learning. Staff is required to eat with the children as a part of the curriculum's social focus. Manners are important and meals are meant to be a pleasant, "fine dining" experience. The Children's Learning Center practices Family Style Dining where all foods are placed on the table and the students and adults sit together to share the meal. Family style dining, as outlined by the OCCRRRA Family Style Dining Guide, is an approach that supports students in a developmentally appropriate mealtime experience as students are encouraged to serve themselves independently or with adult help.

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 on a modified diet with a complete JFS1236 Care Plan.**

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

Meals from home are not permitted unless a care plan is defined and arrangements have been made due to dietary restrictions. (See Special Diets section).

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.

Special Diets

Parents may bring in special milk (soy, organic, etc.) for their child. This milk must be labeled with the child's name and placed in the classroom refrigerator. If parents do not wish to have their child drink cow's milk or a milk substitute, or in cases of special diets where an entire food group needs to be eliminated, the form JFS 01236, request for a modified diet, must be completed and signed by a licensed physician.

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

USDA WIC Flyer See Pg. 60-61

Special Occasions & Holidays

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 or after lunch. 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.

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.

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.

Child Guidance and Management Guidelines

The Center strictly adheres to the child guidance and management set forth by Ohio Childcare Licensing in accordance with 5101:2-12-19 of the Ohio Revised Code; Rule 19 applies to all employees of the center, including the following restrictions:

- 1) Abuse, endanger or neglect children.
- 2) Utilize cruel, harsh, unusual, or extreme techniques.
- 3) Utilize any form of corporal punishment.
- 4) Delegate children to manage or discipline other children.
- 5) Use physical restraints on a child.
- 6) Restrain a child by any means other than holding children for a short period of time, such as in a protective hug, so that the child may regain control
 - a) Prone restraint of a child is prohibited. Prone restraint is defined as all items or measures used to limit or control the movement or normal functioning of any portion, or all, of a child's body while the child is in a face-down position.
 - b) Prone restraint includes physical or mechanical restraint.
- 7) Place children in a locked room or confine children in any enclosed area.
- 8) Confine children to equipment such as cribs or high chairs.
- 9) Humiliate, threaten or frighten children.
- 10) Subject children to profane language or verbal abuse.
- 11) Make derogatory or sarcastic remarks about children or their families.
- 12) Punish children for failure to eat or sleep or for toileting accidents.
- 13) Withhold any food, including snacks and treats, rest or toilet use.
- 14) Punish an entire group of children due to the unacceptable behavior of one or a few.

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-allowable

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

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. Someone trained in Child Abuse Prevention, First Aid, Communicable Disease, and CPR is on the premises at all times.

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 offered 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, accident or 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.

Information regarding SERIOUS incidents/injuries/illness:

In case of serious illness or accident, if the parent cannot be reached, the Director will contact the doctor noted on the Child Enrollment and Health Information form.

If the doctor cannot be reached or if immediate medical intervention is necessary, Emergency Medical Services will be contacted if parental permission has been given per the Child Enrollment and Health Information form. Emergency Medical Services will transport the child to the Emergency Room of the Southern Ohio Medical Center if necessary and the child's teacher will accompany him or her and remain there until the parent arrives. The Director will continue to try to contact the parents.

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 JFS 01217 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" form must accompany any medication, prescription or over-the-counter medications to be administered. Over-the-counter medications must be labeled with:

- Child's name

- Date of Birth

Prescription Medication must have

- RX label with child's name and date of birth
- Must not be expired.

Diaper Ointment: Non-prescription topical products or lotions will be administered under the following conditions—parents/guardians must complete and sign a statement giving permission to use diaper cream which will be valid for 12 months. Center staff will follow manufacturers' guidelines. It must be labeled with child's name and date of birth. Diaper ointment must be labeled with:

- Child's name
- Date of Birth

Medication Request Form

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 back of the form JFS 01217 and kept in the child's file.

- ✓ Medication Location
- ✓ Medications are kept at the front desk unless used in emergencies and must be in the original prescription bottle with the following information:
- ✓ Child's name
- ✓ Name of the drug
- ✓ Expiration date (prescriptions must be current)
- ✓ 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 (ODJFS 01236) 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

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.

The center allows school-age children to have and use inhalers when needed for an emergency, provided appropriate paperwork has been signed by parents allowing permission.

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.

Physical Examinations

Each child must have a comprehensive physical examination on the state required form prior to admission to the program and every 13 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.

****2024 CDC Recommended Immunizations for Birth Through 6 Years Old Chart See Pg. 62-63****

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 an Infant/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.

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 after use)

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 (more than one 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
- Pink Eye – Redness of the eye or eyelid, thick or purulent (pus) discharge, matted eyelashes, burning, and itching or eye pain. Child may not return to the center until 24 hours of antibiotic treatment is completed

- 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.)

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.

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
- ★ Handling pets or pet objects
- ★ Taking off disposable gloves
- ★ Whenever visibly dirty
- ★ Diaper changing
- ★ Going on a walk
- ★ Playing outside

Hand Washing for Children

Signs are posted by each sink detailing the following instructions:

- ★ Wet hands with running water.
- ★ Lather hands with soap

- ★ Weave fingers back & forth
- ★ Rinse hands from wrist to fingers until all soap is gone
- ★ 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!

ODJFS Ohio Administrative Code Information

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. Inspection reports are available online for those who wish to review them.

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. <http://jfs.ohio.gov/cdc/childcare.stm>

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.

Records Transfer

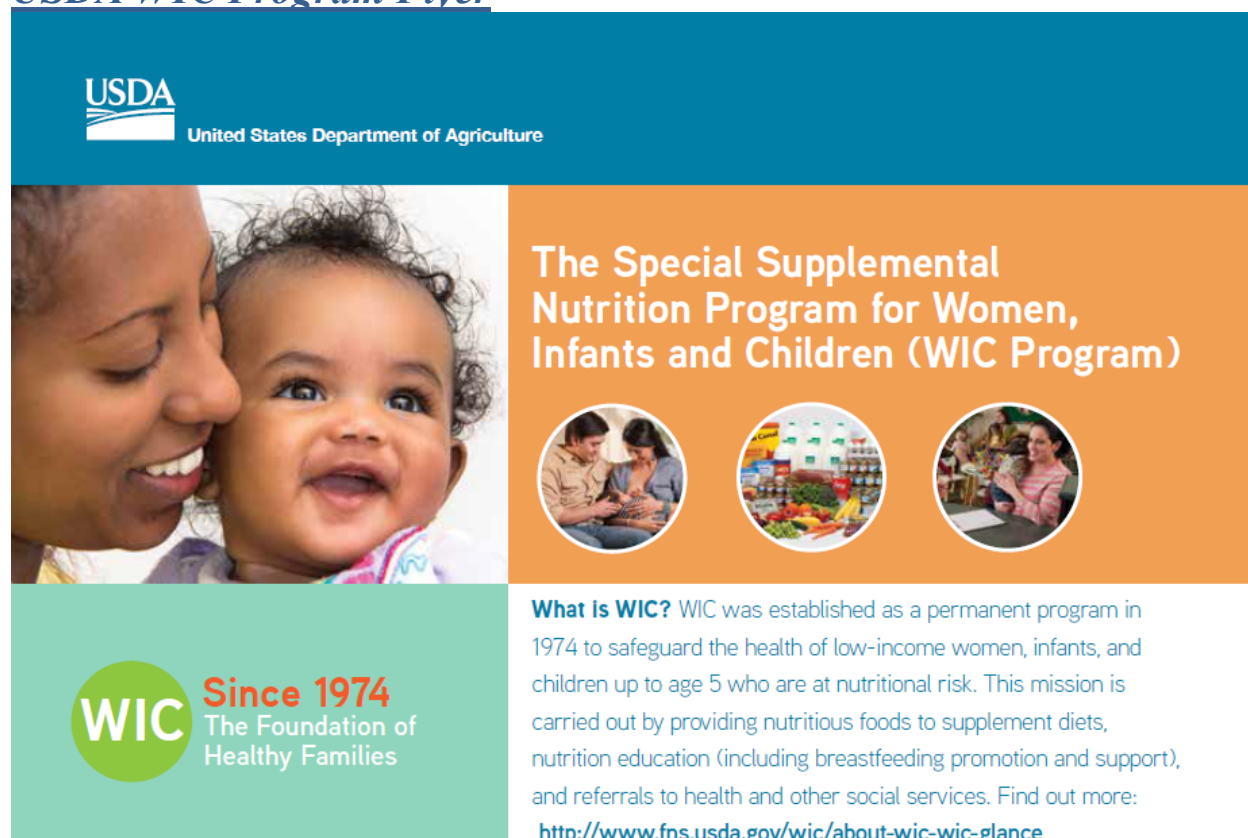
In order for the CLC to release children's records to a new setting, the family must sign a written consent form that includes the child's name, the name and address of the new setting,

a statement indicating that the family would like the records released, the parent/guardian signature, and the date of the signature. Records will be made available within 2 business days.

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.

USDA WIC Program Flyer



The flyer features a blue header with the USDA logo and the text "United States Department of Agriculture". Below the header, on the left, is a photograph of a smiling woman holding a baby. To the right of the photo, the title "The Special Supplemental Nutrition Program for Women, Infants and Children (WIC Program)" is displayed in white text on an orange background. Below the title are three circular images: a woman and child, a variety of fresh produce, and a woman with a child at a table. At the bottom left, a green circle contains the text "WIC Since 1974 The Foundation of Healthy Families". To the right of this, the text "What Is WIC?" is followed by a description of the program's mission and a link to find out more.

USDA
United States Department of Agriculture

The Special Supplemental Nutrition Program for Women, Infants and Children (WIC Program)

What Is WIC? WIC was established as a permanent program in 1974 to safeguard the health of low-income women, infants, and children up to age 5 who are at nutritional risk. This mission is carried out by providing nutritious foods to supplement diets, nutrition education (including breastfeeding promotion and support), and referrals to health and other social services. Find out more: <http://www.fns.usda.gov/wic/about-wic-wic-glance>

WIC Since 1974
The Foundation of Healthy Families

Where is WIC available?

The program is available in all 50 States, 33 Indian Tribal Organizations, American Samoa, District of Columbia, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, and the Virgin Islands. While funded through grants from the Federal Government, WIC is administered by 89 State agencies, with services provided at a variety of clinic locations including, but not limited to, county health departments, hospitals, schools, and Indian Health Service facilities. To find the WIC offices serving your area go to: <http://www.fns.usda.gov/wic/contacts>

What food benefits do WIC participants receive?

The foods provided through the WIC Program are designed to supplement participants' diets with specific nutrients. WIC authorized foods include infant cereal, baby foods, iron-fortified adult cereal, fruits and vegetables, vitamin C-rich fruit or vegetable juice, eggs, milk, cheese, yogurt, soy-based beverages, tofu, peanut butter, dried and canned beans/peas, canned fish, whole wheat bread and other whole-grain options. For infants of women who do not fully breastfeed, WIC provides iron-fortified infant formula. Spe-

cial infant formulas and medical foods may also be provided if medically indicated. Learn more about food benefits here: <http://www.fns.usda.gov/wic/wic-food-packages>

Program benefits include more than food.

WIC benefits are not limited only to food. Participants have access to a number of resources, including health screening, nutrition and breastfeeding counseling, immunization screening and referral, substance abuse referral, and more. Find out more: <http://www.fns.usda.gov/wic/wic-benefits-and-services>

Am I eligible?

Pregnant, postpartum, and breastfeeding women, infants, and children up to age 5 who meet certain requirements are eligible. These requirements include income eligibility and State residency. Additionally, the applicant must be individually determined to be at "nutrition risk" by a health professional or a trained health official. To find out if you might be income eligible for WIC benefits go to: <http://wic.fns.usda.gov/wps/pages/start.jsf>



How WIC Helps

WIC supplemental foods have shown to provide wide ranging benefits. They include longer, safer pregnancies, with fewer premature births and infant deaths; improved dietary outcomes for infants and children; improved maternal health; and improved performance at school, among others. In addition to health benefits, WIC participants showed significant savings in healthcare costs when compared to non-participants. Learn more about how WIC helps:

<http://www.fns.usda.gov/wic/about-wic-how-wic-helps>

What is “nutrition risk” and why is it important?

Two major types of nutrition risk are recognized for WIC eligibility: medically-based risks such as anemia, underweight, history of pregnancy complications, or poor pregnancy outcomes; and dietary risks, such as inappropriate nutrition/feeding practices or failure to meet the current Dietary Guidelines for Americans. Women, infants, and children at nutrition risk have much greater risk of experiencing health problems. Learn more about nutrition risk:

<http://www.fns.usda.gov/wic/wic-eligibility-requirements>

I’m eligible, what do I do next?

Those who are interested in applying for benefits should contact their State agency to request information on where to schedule an appointment. Applicants will be advised on what to bring to the appointment in order to verify eligibility. Contact your State agency here:

<http://www.fns.usda.gov/wic/contacts/>

EBT makes it easier to use food benefits.

In most WIC State agencies, participants receive paper checks or vouchers to purchase food, while a few distribute food through centralized warehouses or deliver the foods to participants’ homes. However, all WIC State agencies have been mandated to implement WIC electronic benefit transfer (EBT) statewide by October 1, 2020. EBT uses a magnetic stripe or smart card, similar to a credit card, that participants use in the check-out lane to redeem their food benefits. EBT provides a safer, easier, and more efficient grocery experience and provides greater flexibility in the way WIC participants can shop. Find out more and check if your State supports EBT:

<http://www.fns.usda.gov/wic/wic-electronic-benefits-transfer-ebt>

Focus on breastfeeding.

Even though breast milk is the most nutritious and complete source of food for infants, nationally less than 30% of infants are breastfed at 1 year of age. A major goal of the WIC Program is to improve the nutritional status of infants; therefore, WIC mothers are encouraged to breastfeed their infants, unless medically contraindicated. Pregnant women and new WIC mothers are provided breastfeeding educational materials and support through counseling and guidance. Explore the benefits of breastfeeding and find helpful resources here:

<http://www.fns.usda.gov/wic/breastfeeding-promotion-and-support-wic>

WIC Facts

- If you participate in another assistance program you may be automatically income-eligible for WIC.
- Breastfeeding mothers are eligible to participate in WIC longer than non-breastfeeding mothers.
- More than half of the infants in the U.S. participate in WIC.
- WIC participants support the local economy through their purchases.
- WIC works with farmers markets to help increase participant access to provide fresh, locally grown fruits and vegetables. Find out more here:

<http://www.fns.usda.gov/fmnp/wic-farmers-market-nutrition-program-fmnp>

Where can I learn more?

Information on FNS programs is available at www.fns.usda.gov/fns/

2024 CDC Recommended Immunizations for Birth Through 6 Years Old Chart and Info

Your child needs vaccines as they grow!

2024 Recommended Immunizations for Birth Through 6 Years Old

Want to learn more?

Scan this QR code to find out which vaccines your child might need. Or visit www.cdc.gov/vaccines/tool/child.html



VACCINE OR PREVENTIVE ANTIBODY	BIRTH	1 MONTH	2 MONTHS	4 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	12 MONTHS	15 MONTHS	18 MONTHS	19 MONTHS	20-23 MONTHS	2-3 YEARS	4-6 YEARS
RSV antibody	Depends on mother's RSV vaccine status						Depends on child's health status							
Hepatitis B	Dose 1	Dose 2			Dose 3									
Rotavirus		Dose 1	Dose 2	Dose 3										
DTaP		Dose 1	Dose 2	Dose 3					Dose 4					Dose 5
Hib		Dose 1	Dose 2	Dose 3				Dose 4						
Pneumococcal		Dose 1	Dose 2	Dose 3				Dose 4						
Polio		Dose 1	Dose 2		Dose 3									Dose 4
COVID-19					At least 1 dose of the current COVID-19 vaccine									
Influenza/Flu					Every year. Two doses for some children									
MMR								Dose 1						Dose 2
Chickenpox								Dose 1						Dose 2
Hepatitis A								2 doses separated by 6 months						

KEY

- ALL children should be immunized at this age.
- SOME children should get this dose of vaccine or preventive antibody at this age

Talk to your child's health care provider for more guidance if:

1. Your child has any medical condition that puts them at higher risk for infection.
2. Your child is traveling outside the United States.
3. Your child misses a vaccine recommended for their age.



FOR MORE INFORMATION
Call toll-free: 1-800-CDC-INFO (1-800-232-4636)
Or visit: www.cdc.gov/vaccines/parents



American Academy of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN®

What diseases do these vaccines protect against?

BIRTH–6 YEARS OLD

VACCINE-PREVENTABLE DISEASE	DISEASE COMPLICATIONS
RSV (Respiratory syncytial virus) Contagious viral infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Infection of the lungs (pneumonia) and small airways of the lungs; especially dangerous for infants and young children
Hepatitis B Contagious viral infection of the liver; spread through contact with infected body fluids such as blood or semen	Chronic liver infection, liver failure, liver cancer, death.
Rotavirus Contagious viral infection of the gut; spread through the mouth from hands and food contaminated with stool	Severe diarrhea, dehydration, death
Diphtheria* Contagious bacterial infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Swelling of the heart muscle, heart failure, coma, paralysis, death
Pertussis (Whooping Cough)* Contagious bacterial infection of the lungs and airway; spread through air and direct contact	Infection of the lungs (pneumonia), death; especially dangerous for babies
Tetanus (Lockjaw)* Bacterial infection of brain and nerves caused by spores found in soil and dust everywhere; spores enter the body through wounds or broken skin	Seizures, broken bones, difficulty breathing, death
Hib (Haemophilus influenzae type b) Contagious bacterial infection of the lungs, brain and spinal cord, or bloodstream; spread through air and direct contact	Depends on the part of the body infected, but can include brain damage, hearing loss, loss of arm or leg, death
Pneumococcal Bacterial infections of ears, sinuses, lungs, or bloodstream; spread through direct contact with respiratory droplets like saliva or mucus	Depends on the part of the body infected, but can include infection of the lungs (pneumonia), blood poisoning, infection of the lining of the brain and spinal cord, death
Polio Contagious viral infection of nerves and brain; spread through the mouth from stool on contaminated hands, food or liquid, and by air and direct contact	Paralysis, death
COVID-19 Contagious viral infection of the nose, throat, or lungs; may feel like a cold or flu. Spread through air and direct contact	Infection of the lungs (pneumonia); blood clots; liver, heart or kidney damage; long COVID; death
Influenza (Flu) Contagious viral infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Infection of the lungs (pneumonia), sinus and ear infections, worsening of underlying heart or lung conditions, death
Measles (Rubeola)[†] Contagious viral infection that causes high fever, cough, red eyes, runny nose, and rash; spread through air and direct contact	Brain swelling, infection of the lungs (pneumonia), death
Mumps[†] Contagious viral infection that causes fever, tiredness, swollen cheeks, and tender swollen jaw; spread through air and direct contact	Brain swelling, painful and swollen testicles or ovaries, deafness, death
Rubella (German Measles)[†] Contagious viral infection that causes low-grade fever, sore throat, and rash; spread through air and direct contact	Very dangerous in pregnant people; can cause miscarriage or stillbirth, premature delivery, severe birth defects
Chickenpox (Varicella) Contagious viral infection that causes fever, headache, and an itchy, blistering rash; spread through air and direct contact	Infected sores, brain swelling, infection of the lungs (pneumonia), death
Hepatitis A Contagious viral infection of the liver; spread by contaminated food or drink or close contact with an infected person	Liver failure, death

***DTaP** protects against tetanus, diphtheria, and pertussis[†]**MMR** protects against measles, mumps, and rubella

Last updated July 2024

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Parent Handbook Acknowledgement Form

Child(ren)'s Name(s): _____

I/We (the undersigned) have read the parent handbook for Shawnee State University Children's Learning Center and understand all the information, policies and procedures outlined in the handbook. We (the undersigned) have also received a copy of these policies and procedures for our own records and reference.

By signing this agreement we consent to all the handbook policies and procedures and agree to them, including payment policies and late fee procedures. By signing this agreement, we acknowledge that the information supplied in the registration form regarding our child(ren) and the information supplied below is true and accurate to the best of our knowledge.

By signing this agreement, we also consent to pictures being taken of our child(ren) for the center photo album(s), CLC Website, and/or to be shared in the online private Facebook page.

Parent/Guardian Signature

Date

Parent/Guardian Signature

Date

Director's Signature

Date