



# Family Handbook

## **ACKERMAN ROAD FACILITY**

**725 Ackerman Road  
Columbus, Ohio 43202  
PHONE: (614) 292-4453  
FAX: (614) 292-4030**

## **BUCKEYE VILLAGE FACILITY**

**2724 Defiance Drive  
Columbus, Ohio 43210  
PHONE: (614) 292-4453  
FAX: (614) 247-8002**

**TAX ID # 31-6025986**

<http://hr.osu.edu/child-care-program>

[ccp-childcare@osu.edu](mailto:ccp-childcare@osu.edu)





***Dear Families,***

***Welcome to The Ohio State University Child Care Program. This handbook will help you understand the policies and procedures, as well as privileges and opportunities, of the Child Care Program. If you require this information in a language other than English, please speak to an administrator. If you have questions, please talk to a member of the classroom teaching staff or an administrator for clarification. We are here as a support to you and your family.***

***The information contained in this handbook is intended to help us work in partnership to care for your children; it does not create any contractual rights or obligations for staff or families.***

***Because the Child Care Program is subject to various external legal and regulatory agencies, the information in this handbook may be subject to change at any time. When changes must occur, every effort will be made to keep families well informed.***

***Information is shared with families through the handbook, website, electronic and hard copy mail and classroom newsletters. Someone is always available to respond to your questions, concerns, and comments. It is important to us that you feel you are always welcome and that we are partners with you in supporting your children's growth and development.***

***The Child Care Program Staff***

*Revised March 2023*



# OUR PROGRAM

## Vision

Providing excellence in early childhood education and care for the University community

## Mission

As an active and integral program of the University Community, it is our mission to:

- Provide high quality childcare and early education that allows families to participate in and fulfill their responsibilities to the University
- Serve as a model early childhood program which is available for academic, curricular, and research purposes, including student training, fieldwork, and observation
- Advancing diversity, equity and inclusion through the classroom curriculum, environment, and interactions, as well as through staff development and program goals

## Philosophy

The Ohio State University Child Care Program believes that learning experiences start with the ideas of the children. Their interests help guide our curriculum, emphasizing the development of the whole child through inquiry, play and intentionally planned learning experiences

We have committed ourselves to:

- Providing a secure, nurturing and stimulating environment for children
- Appreciating childhood as a unique and valuable stage of the human life cycle
- Recognizing that children are best understood and supported in the context of family, culture, community, and society
- Appreciating and supporting the close ties between the child and the family
- Enhancing young children's creativity, imagination, and critical thinking skills
- Supporting children's development of self-regulation
- Developing relationships that are based on trust, respect, and positive regard for children

## Anti-Bias Philosophy Statement

The anti-bias philosophy at The Ohio State University Child Care Program is committed to addressing societal bias and practice our value for diversity in a developmentally appropriate way in all aspects of our program.

Anti-bias curriculum is a process to help children develop and strengthen their self and group identities, while interacting respectfully with others in a multi-cultural environment. Staff guides children to think about unfairness and to stand up for themselves and others in the face of bias.

Respect for the center's diverse community is reflected in the curriculum, classroom environment, parent/teacher/child interactions, staff development, and program goals.



## SUPPORT TO ACADEMIC UNITS

A part of our mission at the Child Care Program is to support the academic units of the University. This support takes several forms.

### **RESEARCH**

Graduate and undergraduate students from a variety of departments, in association with their faculty advisors, conduct research in our classrooms after their proposals have been approved by the Institutional Review Board (IRB). Permission forms must be signed by a parent/guardian before a child is able to participate in a research project. Projects are conducted in the classroom under the supervision of the classroom staff unless otherwise noted on the permission form.



### **CLASS PROJECTS AND OBSERVATIONS**

Graduate and undergraduate students from a variety of departments, in association with their class instructors, conduct both general and specific projects and observations in our classrooms. These usually relate to one or more of the developmental domains of children (language, motor skills, and play relationships). Permission forms are always used if one-to-one interactions are necessary but are not needed for general projects and observations. All projects and observations are conducted under the supervision of the classroom or administrative staff.

### **FIELD EXPERIENCES**

Students from Ohio State and other schools are placed in a classroom field experience as part of their academic program. When students have an assignment related to a specific child, permission is obtained from the family. Field experience students are directly supervised by the classroom staff and all experiences are coordinated by an administrator.

### **REQUIREMENTS FOR STUDENTS, OBSERVERS AND RESEARCHERS**

All observers, researchers and field placement students must meet ODJFS requirements which may include the completion of background checks, non-conviction statements and medical statements. An administrator will familiarize them with the program's policies and procedures and ensure that the appropriate requirements are met.

In addition, individuals or groups from the local and wider community may conduct projects or observations in classrooms. Permission forms are used if one-to-one interactions are necessary but are not needed for general projects and observations. All projects and observations are conducted under the supervision of the classroom or administrative staff.



## OUR STAFF

### ***EARLY CHILDHOOD CLASSROOM TEAM***

Early childhood classroom teams include Lead Teachers, Assistant Teachers and Teaching Aides working together to provide a secure, nurturing and challenging classroom environment that enhances children's growth and development.

Lead Teachers and Assistant Teachers are fulltime employees of the university. Teaching Aides are student employees and work under the direction of fulltime staff.

### ***ADMINISTRATIVE TEAM***

The administrative team at Ackerman Road and Buckeye Village establishes and maintains the policies, processes and systems that support the mission of the program.

The Program Director, Associate and Assistant Directors oversee daily operations at the program facilities as well as have specific responsibilities including supervising the administrative staff, maintaining facility licensure and child enrollments.

Program Coordinators and the Education Coordinator support classroom operations and teaching staff. They oversee curriculum implementation, coordinate classroom staffing and provide coaching and mentoring.

Other administrators manage the program's business operations, such as fiscal transactions and hiring, and fulltime office staff provide frontline customer service and assist with operational support.

### ***AUXILIARY STAFF***

**Kitchen Staff** from Campus Dining Services works in the Ackerman Road facility kitchen to prepare snacks and meals for the children in both facilities. Food prepared at Ackerman Road is catered to the Buckeye Village location.

**Janitorial Services** are provided by an independent contractor at the Ackerman Road facility and by Student Life employees at the Buckeye Village facility.



# CURRICULUM

## CURRICULUM GOALS

The Child Care Program implements curriculum through *The Creative Curriculum*, which is a nationally recognized, research-based approach to early education. The curriculum supports a developmentally appropriate, content-rich program for children with diverse backgrounds and various skill levels. *The Creative Curriculum* is also aligned with the Ohio Early Learning and Development Standards. Its 38 objectives include progressions of development and learning that identify widely held expectations for children of particular ages.



The teaching objectives of *The Creative Curriculum* are organized into four areas of child growth and development (social-emotional, physical, language and cognition) and five areas of content learning (literacy, mathematics, science and technology, social studies and the arts). A tenth area, English Language Acquisition, allows teachers to follow a child's progress in acquiring both receptive and expressive language in English. Teacher's post weekly lesson plans to inform families of the current classroom curriculum.

Infant/Toddler teachers implement curriculum by planning a variety of indoor and outdoor play experiences that include sensory, art, fine and gross motor, music, books and large group activities when appropriate. They also plan changes to the classroom environment and routines and schedules to support children's growth and development.

Preschool teachers plan focused large and small group experiences, reading aloud, outdoor experiences and experiences in a variety of interest areas, including blocks, dramatic play, toys and games, art, library, sand and water, music and movement, cooking and discovery. Integrated learning occurs through a focus on topics of interest to preschool children where they apply their skills in order to answer questions.

In addition to planned experiences, children have opportunities for abundant play experiences. Through the exploratory and creative activity that young children initiate themselves, their play develops concepts and understanding about the world. Play helps children develop the skills necessary for a successful school experience including a positive approach to learning, self-regulation, and effective social skills.



### **PRIMARY CAREGIVING AND CONTINUITY OF CARE**

Young children develop optimally through close, meaningful relationships with adults and peers. While a child's primary attachment is with parents or guardians, early childhood teaching staff should also form emotional bonds with children in order to enhance their development. In the Child Care Program, children are always assigned to one classroom group to facilitate this bonding experience.

The development of trusting relationships is particularly important for infants. In our infant rooms, we use a model of primary caregiving that allows each infant to develop a significant relationship with one adult before expanding their social sphere to include others. Primary caregiving also maximizes each family's connection to and comfort with our program.

While each teacher assumes primary responsibility for several infants within a classroom group, they do not assume total responsibility. Our classroom teaching team approach supports all teaching staff working together to provide the highest quality care for each child.

The Child Care Program implements continuity of care for infants and toddlers in two ways. At the Ackerman Road facility, infants remain with the same three teachers until they are 18 months old, transitioning to a toddler room where they remain with the same two teachers until they transition to preschool. At the Buckeye Village facility, infants are placed in an age cohort that stays together until they transition to preschool. Teaching teams begin with a group of young infants and two of the three teachers remain with the group as they become toddlers until they transition to preschool.

These approaches to continuity of care provide children, families and staff with consistency, predictability and opportunities to develop long-term relationships.

### **OBSERVATION AND ASSESSMENT**

Thoughtful observation and assessment of children helps staff learn more about children's unique qualities, develop individual goals, plan, and implement effective curriculum, and make referrals as appropriate. The program starts the assessment process upon enrollment asking for a family's input on their child's needs, interests, and development. Parents are asked to complete the Ages and Stages Questionnaire (ASQ-3) within the first thirty days of enrollment, and before a child transition to the next age group. The ASQ-3 is a developmental screening tool designed to identify a child's developmental strengths and needs. Formal screening and assessment may be shared with ODJFS pursuant to chapter 5101:2-17 of the Administrative Code.

The program utilizes the *Teaching Strategies GOLD* assessment system, which aligned to *The Creative Curriculum* objectives for development and learning. These objectives relate to age- appropriate developmental milestones. Teachers share information informally with families through conversation, documentation displays and classroom newsletters and meet formally with families at least twice a year for parent/teacher conferences. If there are developmental concerns or the need for extra resources, The Child Care Program utilizes Nisonger, Help Me Grow, and your local school districts. We believe Early Intervention is critical to a child's success. There is a list of Health and Community resources we utilize for screening and assessment. Please contact Carrie Ault for additional information.



## SPECIAL CURRICULUM CONSIDERATIONS

### *HOLIDAYS AND CELEBRATIONS*

Rituals and celebrations are an important part of many families and many cultures. So, throughout the year, families often want to know what the program will do to celebrate holidays. Because our children and families are so diverse, we choose not to select specific holidays to celebrate in our classrooms.

However, we do encourage family participation in the classrooms and many families enjoy sharing a specific cultural celebration with the children. Families have shared cooking activities, music, dance and stories in our classrooms. The children themselves may initiate these kinds of activities in the classroom because they have such meaning in their lives. In addition, teachers often plan celebrations of classroom events such as a chick hatching party, a first snow celebration or a project sharing. These events celebrate the classroom community, rather than any specific tradition or culture, and help children develop respect for differences and excitement about diversity.

If families wish to celebrate their child's birthday or other occasion, we encourage them to keep these celebrations simple and creative. The focus can be a dance party, sharing a book or favorite song but may not involve food that is not on the program's menu eaten while at the program.



### DAILY SCHEDULES

The goal of the classroom daily schedule is for children to experience the Child Care Program as a place of safety and comfort where they know what to expect and when to expect it. All classroom schedules are flexible enough to provide adaptability when necessary but structured enough to provide predictability for children. Daily schedules are developed by each classroom within the program's overall guidelines and philosophy. The following are sample daily schedules for each age level.

#### ***INFANTS (1:4 staff/child ratio)***

Schedules for infants are used as a guide for the day. Infant classroom schedules are responsive to individual children's needs. Infants eat at appropriate intervals based on their indicators to staff that they are hungry. As infants grow and begin to eat table food, their schedules also change, eventually aligning with the program's snack and meal schedule. Developmental activities including sensory, large motor (both indoors and outdoors), and small motor activities happen throughout the day as children are interested. Routines, such as diapering (changed immediately when wet or soiled), eating, and napping, occur throughout the day to meet each child's unique schedule. Infant rooms have a group size of 10 with a staff/child ratio of 1:4. The following is a typical infant classroom schedule:



7:00am-8:30am	Greet families, developmental activities and experiences
8:30am-9:30am	Breakfast for older babies, diaper changing, feeding
9:30am-11:15am	Large motor/outside time, developmental activities and experiences (sensory, small motor, music, language), diaper changing, naps as needed
11:15am-12:15pm	Lunch for older infants, diaper changing, feeding
12:15pm-2:30pm	Naps, as needed
2:30pm-3:30pm	Snack for older infants, diaper changing, feeding
3:30pm-6:00pm	Large motor/outside time, developmental activities and experiences, diaper changing, departure

### ***TODDLERS (1:5 staff/child ratio)***

Toddler classroom schedules are more responsive to the whole group experience, although flexibility for individual needs is still a primary consideration throughout the day. Toddler rooms have a group size of 10 with a staff/child ratio of 1:5. The following is a typical toddler classroom schedule:

7:00am-8:30am	Greet families, developmental activities and experiences
8:30am-9:30am	Breakfast
9:30am-11:00am	Large motor/outside time, developmental activities and experiences (sensory, small motor, music, language), diapering, toileting
11:00am-12:30pm	Group time, hand washing, lunch, diapering, toileting
12:30pm-3:00pm	Nap time, self-directed activities as children awaken
3:00pm-4:00pm	Hand washing, afternoon snack, diapering, toileting
4:00pm-6:00pm	Developmental activities and experiences, departure

### ***PRESCHOOLERS (1:9 staff/child ratio)***

Preschool classrooms reflect the increasing independence of children and emphasize their social nature. Schedules still offer the flexibility that individual children may need but are based on group involvement and activity. Preschool rooms have a group size of 18 with a staff/child ratio of 1:9. The following is a typical preschool schedule:

7:00am-8:30am	Greet families, self-directed activities
8:30am-9:30am	Breakfast
9:30am-12:00pm	Personal care time (tooth brushing, toileting), developmental activities and experiences (creative arts, small motor, large motor-indoors and outdoors, dramatic play, science, math, language), group time
12:00pm-1:30pm	Hand washing, lunch, personal care time
1:30pm-3:00pm	Nap time, indoor activities as children awaken
3:00pm-4:00 pm	Hand washing, afternoon snack, personal care time, self-directed activities
4:00pm-6:00pm	Outdoor experiences, indoor developmental activities and experiences, departure



### **KINDERGARTEN (1:12 staff/child ratio)**

Our Kindergarten classroom is designed to be responsive to curricular goals as well as children’s unique strengths, needs and interests. The classroom is open for the whole day to meet the needs of families, but each child must be present for “kindergarten” curriculum between 8:30am-3:00pm. The kindergarten classroom has a group size of 20 with a staff/child ratio of 1:12. The following is a typical kindergarten schedule:

6:00am-8:30am	Greet families, self-directed activities
8:30am-9:30am	Morning Meeting, Math
9:30am-9:50am	Breakfast
9:50am-10:20am	Whole & Small Group Literacy
11:30-12:00pm	Outside Play
12:00pm-12:45pm	Lunch
12:45pm-2:00pm	Independent or Buddy Reading, Learning and Play Centers, Creative Arts
2:00pm-3:00pm	Project Work/Inquiry; Content Area Integration
3:00pm-3:30pm	Outside Play
3:30pm-3:50pm	Snack
3:50pm-6:00pm	Choice Activities/Classroom Exploration and Play

### **EVENING PROGRAM (Located in the Ackerman Road Facility)**

Children enrolled in the Evening Program participate in planned developmental activities, as well as routine and personal care times. Dinner and an evening snack are served following the program’s guidelines for children in each age group. All children in care after 7:00pm have a washcloth and towel available to use for bedtime preparation. At 8:45pm, children are encouraged to rest or sleep until departure; program staff supervises always sleeping children, maintaining appropriate staff/child ratios for each age group.

6:00pm-6:30pm	Transition from day program, self-directed activities, hand washing, and dinner for older infants, toddlers, preschoolers, and kindergarten children. For younger infants, transition time, feeding, diapering, and napping, as needed according to each child’s individual schedule until departure
6:30pm-7:00pm	Dinner
7:00pm-9:00pm	Developmental activities and experiences, diapering, toileting, etc.

Use of the evening program is available for Ackerman Road and Buckeye Village families who need non-emergency care after 6:00pm. Children enrolled in the Buckeye Village facility must be transported by families to the Ackerman Road facility for evening care. Program staff is not permitted to walk or transport children for this purpose.

The Ackerman Road facility entrance doors are locked; only those arriving to pick up children are admitted after 6:00pm. All other building doors are locked to ensure there is no unauthorized entry into the building. A staff person is usually available in the front desk area or can be contacted using the intercom located on the wall to the right, just inside the first set of entrance doors.



## TRANSITION INTO OUR PROGRAM OR THE NEXT AGE GROUP

Our goal is to make a smooth transition for children and families. Establishing a relationship with families is an essential aspect of the teacher's role. The first contact with the classroom upon enrollment is a Meet the Teacher appointment. The appointment typically does not include children to facilitate open communication between the teacher and family.

Teachers and families will use this time to:

- share the classroom Welcome Packet
- explain age- appropriate activities for the child to prepare them for the transition
- answer questions and to learn about the family by discussing the Family Information form
- explain and provide the ASQ, a Developmental Screening Tool
- complete the Meet the Teacher checklist, to include transition goals
- create developmental/education goals with the family based on their input
- learn as much as possible about the family will help you be a more responsive teacher
- provide a brief visit to the child's classroom and playground

For children enrolling in the program, a Child Visit Plan should be completed at the Meet the Teacher appointment. The family is required to bring the child to visit once, but welcome to visit throughout the week prior to enrollment. A parent/guardian must always be present with an unenrolled child.

### ***Transition to Next Age Group***

Families will receive approximately one month's notice of transition to the next age group. After notice, families will meet with the new classroom teacher in a Meet the Teacher like the one at enrollment. At this time, teachers and families will work together to develop transition goals to make a smooth transition for children and families. The teachers from the previous and new classroom will also meet prior to the transition. The teachers will make a plan for the transition to ensure the child is comfortable and supported in the new environment.

As part of the transition process, families will be asked to sign a transition agreement that includes the responsibilities of the program and family, and a transition schedule. The following is a sample transition plan.

## WHAT TO BRING

Because children in our program are actively interacting with their environments, it is important that they wear functional play clothes that can get dirty or messy. Sturdy shoes made for active play will provide safety and comfort. We ask that children do not wear sandals, clogs, or mules.

Children will go outside to play in all kinds of weather. Only temperatures below 25 degrees, above 90 degrees and other extreme conditions such as humidity, wind chill, ozone levels, pollen count, lightning, rain, or ice will keep us inside. Children need to be dressed appropriately for the weather, including hats, coats, mittens, and boots. During warm weather months, children may participate in water play activities, such as sprinklers; the program does not use swimming or wading pools for water play.



All children will need to bring at least one extra set of clothing in case of accidents. Families with infants and toddlers supply diapers as well as necessary extras during potty training times. Families should check with classroom staff for additional details. The Child Care Program prohibits the use of cloth diapers at both of our facilities.

Children are often comforted by items from home. For toddler and preschool naptime we encourage small, travel-sized pillows and cot-sized blankets; we do not have appropriate storage space for larger items. Infant rooms furnish all crib linens. As the program prohibits blankets in cribs for infants under twelve months for safety reasons, families are asked to bring sleep clothes, sleep sacks or swaddles. Toddlers and preschoolers may also bring small stuffed animals or dolls, but infants may not have these items placed in their cribs.

## DINING AND FOOD SERVICE

Mealtimes at the Child Care Program are an important part of the day for all children. Whenever appropriate, children dine together as a community and staff sits with children during each snack or meal. We ask that families do not bring food from home so that all children are having the same menu and experience. The goals of dining together are to:

- have a relaxing, pleasant environment for enjoying one another's company.
- offer nutritious food choices in an environment that allows children to safely try new foods and develop new daily living skills.

In infant and toddler classrooms, the first serving of food and milk is served by teaching staff to ensure that an appropriate serving of each food is offered to children and to encourage food tasting. In preschool and kindergarten, meals are served "family style". Serving bowls are placed on the table; teachers assist children as needed with serving their own food and passing the serving dishes. All children are encouraged to try new foods but are never forced.

- Both facilities of the Child Care Program are nut-free. No nuts, food containing nuts, nut butters, or foods processed where nuts may be present are permitted.
- The program respects religious and dietary restrictions and will make substitutions when possible. If the program cannot provide a substitution, it is the responsibility of the family to do so. Families must provide substitutions only from the USDA food groups. Corrections, deletions, and substitutions to be provided by the program must be indicated on a monthly menu and turned in to your child's teaching staff.
- The elimination of an entire food group, i.e., dairy products, requires written documentation from the child's physician.
- Iron-fortified formula is provided by the program. If a different formula is preferred, it may be supplied by the family. Formula may be prepared on-site by staff according to the manufacturer's instructions; any deviations from those instructions must be provided in writing by a physician. Formula may also be prepared at home, labeled with the child's name, date of preparation and date received by the program.
- Nursing mothers may choose to nurse on-site in infant nap rooms or provide a supply of breast milk. Expressed milk must be labeled with the infant's full name, date and time expressed and date received by the program.
- Menus are posted in each classroom and available on the program's website and in the offices.

The Child Care Program participates in the United States Department of Agriculture (USDA) Child and Adult Care Food Program which assists childcare sponsors to serve nutritious meals by providing funds to supplement food costs. Families help the program receive these benefits by completing the required forms annually. The meals and snacks provided are listed below. Dinner and evening snack are provided only at the Ackerman Road facility.



*BREAKFAST:* Includes 3 foods from the USDA Food Groups; served 8:30am–9:30am

*LUNCH:* Includes 4 foods from the USDA Food Groups; served at a scheduled time 11:00am–1:00pm (depending on the age group schedule)

*P.M. SNACK:* Includes 2 foods from the USDA Food Groups; served after 2:30pm

*DINNER:* Same as lunch; served after 6:30pm

*EVENING SNACK:* Same as breakfast; served at 8:45pm

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English. To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; fax: (202) 690-7442; or email: [program.intake@usda.gov](mailto:program.intake@usda.gov). This institution is an equal opportunity provider.

## NUT-FREE FACILITY RESTRICTIONS

Because we place children’s health and safety as our highest priority, and the risks of nut allergies can be severe, the Child Care Program maintains a nut-free policy. We do not serve food containing nuts, nut butters or foods processed where nuts may be present. In addition, we do not allow families to bring food containing nuts, nut butters or foods processed where nuts may be present into our facilities.

In addition, children may have severe allergies to other foods which cannot be completely restricted in a childcare environment, including, but not limited to, milk, eggs, soy and wheat. Because of dangers associated with food allergies, we request that families do not bring foods from home to share with the classroom community, other than those specifically requested by staff for a curriculum idea. Please see “Holidays and Celebrations” for non-food celebration ideas.

## ZERO WASTE

Ohio State’s sustainability efforts are expansive and diverse. The childcare program utilizes services provided through OSU Zero Waste; all recyclables are placed in bins for recycling, and all food waste is put in bins for composting.



## NAPPING AND RESTING

Naptime is an important part of a young child's day. Young children need approximately 12 hours of sleep each day and typically at least one or two hours is gained through napping. Sleep is a vital need, essential to a child's health, immune function, normal growth, and development. Sleep enhances emotional health, alertness, attention, and cognitive processes such as memory.

Infants are expected to nap on their own schedules; staff will work with families to accommodate individual sleep patterns. Infants must always be placed in their cribs for sleeping. Infants are placed on their back to sleep unless a physician provides written instructions detailing the medical need for an alternate position. The program furnishes all crib linens; infants may not have other items, such as stuffed animals or bumper pads, placed in their cribs. As the program also prohibits blankets in cribs for infants under twelve months for safety reasons, families are asked to bring sleep clothes, sleep sacks or swaddles.

Toddlers and preschoolers are provided with at least a two- hour rest period, although not all children will sleep during this time. Children who do not sleep or wake early will be provided with quiet activities on their cots or in another area of the room. To make cots more comfortable, we encourage small, travel-sized pillows and cot-sized blankets; we do not have appropriate storage space for larger items. Children are also welcome to bring small stuffed animals, dolls or other small comfort items.

## CHILD GUIDANCE

No corporal punishment is used to manage children's behaviors, instead we strive to provide a secure, nurturing and stimulating environment that enhances young children's:

- recognition of themselves as persons of value
- understanding of individuals who are different from themselves
- respect for themselves and others
- development of self-regulation

To grow and develop in these areas, children must engage in relationships with both adults and peers. Effective relationships and effective learning both require effective social skills, emotional regulation skills and communication skills. The development of these skills is enhanced by child guidance strategies that promote prosocial behavior, use language to communicate needs, emphasize problem-solving, and effectively use the environment as a primary support.

The following child guidance strategies are used in the Child Care Program in response to the individual needs of children:

**Involve the Family:** Parents are our partners in creating successful experiences for children. Parents know their children best and can share much about their child's personality as well as the guidance strategies used at home. Teachers frequently share information with parents about their child's developing social skills and emotional regulation. When concerns arise, teachers and parents work together to develop positive strategies and solutions.



**Manage the Physical Environment:** Classroom environments are designed to encourage active, meaningful, sustained play. Providing children with a balanced, engaging environment helps them to have positive, successful experiences that nourish their imaginations and creativity.

**Manage the Social and Emotional Environment:** Staff creates an environment where all people are respected through words and actions, pro-social behavior is modeled by adults, emotions are accepted, and communication is essential for problem-solving. The use of books, songs and other activities is responsive to children's social and emotional needs.

**Provide Predictability and Consistency:** Children are more relaxed and comfortable when they know what to expect in their environment. Teachers provide predictability through the use of daily schedules and effective transitions. They provide consistency by involving children in the development of classroom rules and referring to them often.

**Accentuate the Positive:** Teachers recognize, discuss and encourage children's attempts at pro-social behavior, enhancing children's intrinsic motivation to make effective choices. Teachers also recognize and encourage each child's innate gifts and talents, helping them to recognize themselves as persons of value. Teachers use positive language when reminding children of rules, such as "Blocks are for building," instead of "Don't throw the blocks." Teachers demonstrate empathy for children's mistakes, remembering that all mistakes are opportunities for learning.

**Listen:** Children need to know that they are valued members of the community and respected for the contributions that they can make. Teachers show respect for children's thoughts and feelings by being on their level physically and giving their full attention when listening. Teachers also observe carefully for non-verbal messages and reflect these ideas back to children.

**Problem-Solve:** In order to help children, begin to manage their own social challenges, teachers must guide them through the steps many, many times. Teachers help children listen to one another and express their thoughts and feelings appropriately. They help children remain respectful even when upset. They help children develop negotiating skills so that satisfactory solutions can be agreed upon.

**Provide Choices:** Sometimes children's behavior has unintended negative consequences that can naturally help children choose more effectively the next time. Other times, teachers must construct these choices to prevent children from being hurt or property from being damaged. Teachers may redirect children by diverting their attention to a more appropriate strategy or activity. Teachers may also offer a "limiting response" by stating two appropriate choices and allowing children to make the decision.

**Ensure Safety:** Children's safety and well-being is always our primary concern. When children are engaged in any behavior that may be harmful to themselves or others, teachers stop the behavior as quickly as possible then follow with appropriate guidance strategies. It may be helpful for teachers to remove a child from an area or an activity for a short time, however, the Program does not implement the "time-out" technique.

**Observe and Reflect:** Child guidance is a dynamic process that requires constant observation and reflection. Minor changes to the environment, the daily schedule, the curriculum, or the teachers' responses are needed to keep the group growing and developing in a positive direction.



**Family Communication:** Sometimes a child demonstrates a pattern of challenging behavior that is not being successfully guided using typical strategies. Challenging behavior is any behavior that interferes with a child's development, learning or success at play; is harmful to the child, other children, or adults; puts a child at high risk for later social problems or school failure.

It is of the utmost importance that these challenging behaviors be addressed quickly and effectively. If a teacher believes that a child is demonstrating a pattern of challenging behavior, the following steps will be taken:

- A meeting of the family and staff will be scheduled. The goal of the meeting will be to share information and develop a plan. Appropriate follow-up meetings will be scheduled to discuss progress.
- Program staff and the family will communicate regularly. Program staff will implement specific guidance strategies as defined in the plan, document observations of the child and implement appropriate evaluation methods to determine if the plan is successful.

If at any time a child's behavior places the child, other children, or adults at consistent or extraordinary risk of harm, it may be necessary to ask the family to withdraw the child.

## CHILD SAFETY

Ensuring the safety of all children while they attend the Child Care Program is a top priority. Program staff work in partnership with parents to maintain a safe, nurturing environment while teaching children skills to enhance their safety and well-being.

A parent or guardian is the best person to begin teaching a young child about the importance of personal safety. Program staff will also be communicating safety messages and it is important that other adults share similar messages.

Professional boundaries with children and families should be always maintained by staff. Early childhood is a time when children are to be nurtured as they navigate their growth and development. Examples of improper boundaries between staff and families include but are not limited to: staff becoming personally involved with families; staff giving exclusive attention to one child; staff giving gifts exclusively to a single child.

If at any time a parent experiences a suspected breach of a professional boundary, an administrator should be contacted immediately.

## COMMUNICATION AND INVOLVEMENT

Families are welcome in the Child Care Program at any time. Parents and guardians have complete access to the facility in which their child is enrolled. Noncustodial parents have the same rights of access to the program unless limited by official court documentation. The custodial parent is responsible for providing the program with relevant information. Families with legally documented parenting agreements are also required to provide a copy to the program. Confidential information will only be disclosed to the specific audience for which it is intended. Visiting parents or guardians are required to notify the office and classroom staff of their presence.

Families should plan to visit before their child's first day and after their child is enrolled in the program. Visiting will help both you and your child feel more comfortable. Plan to come as many times and stay as long as you and your child need.



We encourage family involvement at all levels of our organization. High quality early care and education is a partnership between families and the program. The more you know about the program and the more teachers and administrators know about you, the better we can serve your child and your family.

Should your family require a translator, please speak with an administrator.

## **WAYS TO LEARN**

- **Classroom Documentation** – Each classroom posts information for parents, such as daily schedules, curriculum plans, project documentation, and information about eating, napping and diaper changes.
- **Classroom Newsletters** – Each classroom provides a monthly newsletter full of information unique to your child’s classroom.
- **Family Mailboxes** – Each classroom has a location for family mail. Communications from office staff, such as account information and transition paperwork, and classroom communications may be placed in family mailboxes.
- **E-mail** – All families are required to provide a current e-mail address. Many program messages, newsletters, paperwork update reminders, and financial information are sent to families electronically.
- **Information Areas** – Each facility posts daily information, including the administrator on duty, in the office area. Program and community resource information is also available.
- **Website** – The program maintains a website providing information, including the Family Handbook and monthly menu, at [hr.osu.edu/child-care-program](http://hr.osu.edu/child-care-program)

## **WAYS TO CONNECT**

- **Talk Daily** – The very best way to develop a partnership with your child’s teachers is to spend just a few moments each day in conversation. Tell the teachers about your child’s evening, his likes and dislikes, family and friends who are important in her life.
- **Ask Questions** – Ask the teachers about your child’s day, the activities she enjoys, the friends he likes to play with, her progress in developing a new skill.
- **Call** – If you have a question or just want to check in during the day you can call either facility. All classrooms at the Buckeye Village facility and the infant and kindergarten rooms at the Ackerman Road facility have telephones; all other rooms at the Ackerman Road facility are equipped with intercoms.
- **E-mail** – You are also welcome to e-mail your child’s classroom with information sharing or requests, keeping in mind that classroom e-mail is only checked sporadically throughout the day. Addresses are based on room numbers and have the following format:
  - Ackerman Road e-mail: [CCP-roomnumber@osu.edu](mailto:CCP-roomnumber@osu.edu)(Ex. [CCP-A2@osu.edu](mailto:CCP-A2@osu.edu));
  - Buckeye Village e-mail: [CCP-“rm”roomnumber@osu.edu](mailto:CCP-“rm”roomnumber@osu.edu) (Ex. [CCP-rm155@osu.edu](mailto:CCP-rm155@osu.edu)).
- **Parent Conferences** – Teachers offer individual parent conferences twice each year, however, you are welcome to schedule a meeting with your child’s teachers at any time. Parent conferences offer you the opportunity to give input on curriculum goals for your child.
- **Family Events** – Each year brings several opportunities for families to participate in interesting events such as Week of the Young Child and music programs. These are great opportunities to meet the children and families your child talks about every day.



## **ADDRESSING CONCERNS**

Sometimes a family has a concern about a classroom incident or a program policy or procedure which requires assistance from program staff. If at any time you suspect any type of suspicious or inappropriate behavior, please follow the action steps below. Because we believe that we must work in partnership in order to provide the highest quality childcare for you and your family, it is important that we work together to quickly bring concerns to a satisfactory resolution. If such a concern exists, we recommend the following action steps:

- If the concern is about a classroom incident, discuss your concern first with the classroom teacher. Families are always welcome to schedule a time to meet with teachers privately.
- If the concern remains or if the concern is about a program policy or procedure, you may discuss your concern with the administrator assigned to your child's village or to another appropriate administrator.
- If the concern remains, it should be discussed with the program director. Most concerns can be resolved with a concrete plan of action and continued communication.
- If the concern remains, further steps may be taken that support the specific need. Pam Doseck, Associate Senior Director in the Office of Human Resources, the home department of the Child Care Program, may become involved for all parties to reach a satisfactory resolution. Ms. Doseck can be contacted at [doseck.12@osu.edu](mailto:doseck.12@osu.edu) or 614-292-6743.

## **CONFIDENTIALITY**

We respect the right to privacy of both the children and the families in our care. Program staff will refrain from disclosure of private or confidential information, including information about other children in the classroom. Incident reports will not list names of other children involved in an incident. If it is deemed appropriate to share information about a situation for the positive development of the classroom community, all involved families will be requested to give permission prior to the implementation of any plan of action.

The information contained in children's files is confidential. The information may be compiled and viewed by administrative staff and classroom staff for the purpose of healthy, safe, and appropriate care and handled by support staff to ensure compliance with regulatory agencies. Families have access to their child's file at any time. Disclosure of children's records beyond family members, program staff and authorized consultants require family consent, except as follows below.

As legally mandated reporters, if we have reason to believe that a child's welfare may be at risk, we may share confidential information with agencies or individuals who have legal responsibility for intervening in the child's interest.



# HEALTH AND SAFETY

*The Ohio State University Child Care Program complies with the Americans with Disabilities Act, including administering medication and care procedures to child with disabilities.*

## ILLNESS AND COMMUNICABLE DISEASE

To help keep children healthy and allow families to fulfill their responsibilities at the University, the Child Care Program engages in practices to help prevent and control the spread of disease.

### **PREVENTION**

Staff complete a Communicable Disease management course and use this information to observe each child daily upon arrival for signs of illness.

Staff receive instruction and implement proper hand washing and sanitation techniques. Children are also assisted in proper hand washing throughout the day.

Staff or children who are observed to have signs or symptoms of illness may not attend the Child Care Program. Staff and children who are experiencing only minor cold symptoms and have no additional signs of communicable disease may attend. Families that chose not to immunize their child must complete a Request to Enroll Non-Immunized Children at enrollment and the child may not attend if a communicable disease for which immunization is recommended is diagnosed in their child's classroom or an adjoining classroom or other space.

While keeping an ill child home can be difficult, it is important that we work together to prevent the continued spread of illness that will result in increased absences for all families.

### **MANAGEMENT**

When a child is observed with signs or symptoms of illness (as listed below), the parent or guardian is immediately notified and should make arrangements to pick up the child within one hour. The child is cared for in a portion of the classroom away from other children yet still within sight and hearing of a staff member, usually on the child's cot. Staff monitors the child's condition and records symptoms on the Illness Notification form.

When a child is sent home, the Illness Notification form is given to the family. In addition to information about the child's symptoms, information on when the child may return is recorded on the form. Decisions about when a child may return are determined by the Ohio Department of Health Communicable Diseases Chart posted in the office and the Ohio Department of Job & Family Services Child Care Licensing regulations. Physician directions do not over-rule licensing regulations.



The Child Care Program will not admit children with the following symptoms and will require that children who develop these symptoms be picked up within one hour:

- Temperature of at least one hundred- and one-degrees Fahrenheit when in combination with any other sign or symptom of illness
- Three or more consecutive occurrences of diarrhea
- Severe coughing, causing redness or blueness in the face or making a whooping sound
- Difficult or rapid breathing
- Symptoms of conjunctivitis-redness of the eye, obvious discharge, burning, itching
- Unusual spots or rash
- Vomiting more than one time or when accompanied by any other sign or symptom of illness

When a parent notifies the program that a child has been diagnosed by a physician with a communicable disease, or there has been an outbreak of an infectious disease, an exposure notice will be posted outside the child's room and any other rooms which may be affected. The notice will list the name of the disease, the date the symptoms were first observed, the date of diagnosis, the incubation period, typical signs and symptoms of the disease, and typical treatments. Also, the Columbus Health Department will be notified to investigate the situation and offer support to the program. Families are urged to consult their own physician for advice about precautions to take with their child.

### ***MEDICAL/PHYSICAL CARE PLANS***

A child identified by a physician or parent as having a medical or physical care condition must complete and have on file in the child's classroom a Medical/Physical Care Plan. Conditions that may require a plan include, but are not limited to:

- Asthma
- Allergies
- Eczema
- Seizure disorders

Medical/Physical Care Plans provide clear instructions for staff in managing any special care needs. Staff that require knowledge and training will be identified by administrators considering the severity of the special care need, type of medication/treatment and the child's attendance schedule. It is the family's responsibility to train all identified staff in the proper care of the child, use of medical or special equipment and administration of medication. Plans are updated annually or any time a change is indicated. If conditions require medication, a Request for Administration of Medication form is also required to be completed.

## **ADMINISTRATION OF MEDICATION OR FOOD SUPPLEMENTS**

The Child Care Program may receive, approve, and administer medication to children when the medication is needed for a chronic or life-threatening condition (such as asthma treatments or emergency allergy medication) or when it is needed for daily care (such as lotion for eczema, diaper cream or sunscreen). The program cannot administer any medication, food supplement, medical food, or topical product until after the child has received



the first dose or application at least once prior to the center administering a dose or applying the product, to avoid unexpected reactions.

Other types of medication, such as antibiotics, which can be administered outside childcare hours, must be cared for by parents rather than Child Care Program staff. Medication will not be administered to reduce fever; children must stay home until fever-free without aid of medication for 24 hours.

Medication may be administered to reduce pain when prescribed or recommended by a physician for a specific injury or non-communicable condition, such as an allergic rash.

If the type or extent of treatment for a condition is considered to be beyond the range of services, the Child Care Program has the right to deny administration.

**All medications, including topical preparations such as sunscreen, must be approved by an administrator before being taken to a child's classroom.** Teaching staff cannot receive any medication or topical preparation without proper approval.

### ***REQUEST FOR ADMINISTRATION OF MEDICATION***

A Request for Administration of Medication form must be completed by the parent/guardian and approved by an administrator for any medication or topical preparation to be administered by staff of the Child Care Program. Administrative staff are available to assist families with properly completing the request for administration form. No unapproved medication or topical preparation is permitted on the premises.

**Oral Medications** – Most oral prescription and non-prescription medications require approval by both the child's parent and physician. A dosing cup, spoon or syringe calibrated with the exact dosage as listed on the medication must be provided by the family for administering oral medicines.

**Topical Preparations** – Topical preparations, such as diaper cream, sunscreen, lip balm and skin lotion, require only parent approval. Most topical products can be administered for up to one year, unless the preparation is being used to treat an acute skin irritation such as diaper rash. In this case, the preparation may only be applied for up to fourteen consecutive days at any one period of use.

**Food Supplements/Modifications** – In order to administer a food supplement, such as Pedialyte or Ensure, or a diet that eliminates a food group, written instructions from a physician on an Administration of Medication form are required.

### ***ADMINISTRATION OF MEDICATION BY PROGRAM STAFF***

Only designated staff will administer oral prescription and nonprescription medications. The medication will be administered according to the directions on the Request for Administration of Medication form. Staff will record the time(s) the medication is given and will sign the form after each administration.

All staff may administer topical preparations. Administration of these products is not required to be recorded.



## ***STORAGE OF MEDICATION***

Medications will be stored in a designated area in the classroom or in the office inaccessible to children. Medications, including diaper cream, sunscreen, and lip balm, may not be stored in a child's cubby, diaper bag or backpack regardless of the child's age.

Medications that are no longer needed or that have expired will be returned to the family; the completed forms will be placed in the child's file.

## **SAFETY AND EMERGENCY PROCEDURES**

Nothing is as important to us as ensuring the safety and security of the children entrusted to our care. Emergency response plans are posted in each classroom and in the administrative offices. In addition, each classroom has an Emergency Binder with procedural and other important information which is taken with the group when they move to any other area inside the building as well as outside on the playgrounds. Fire, inclement weather, lockdown and evacuation drills are conducted at least monthly, and the program has a comprehensive emergency management plan developed in cooperation with Ohio State's department of Public Safety.

All visitors are required to sign in and out of the building at the front desk. Visitors must also wear a bright orange badge identifying that they are not to be left alone with children. Administrators are also present daily within each village monitoring classrooms.

## ***DAILY SAFETY AND SECURITY***

- All children are actively supervised at all times by staff responsible for their care.
- Children are marked in attendance upon arrival and an attendance sheet accompanies classroom groups as they move about the building or outside. Staff completes face-to-name attendance checks before leaving any area to move to another.
- The person who brings a child to the Child Care Program must bring the child to the staff responsible for the child's care and ensure that staff is fully aware of the child's presence before departing.
- Family members are responsible for the supervision of their children when children are not in the care of staff, such as during arrival and departure times. Children may not be unaccompanied in the building and should never be sent inside the building or down the hallways alone. Children may not be unaccompanied outside the building, on the sidewalk or in parked cars.
- To ensure that access to the program is limited to families and authorized persons, both the Ackerman Road and Buckeye Village facilities require a key card for entry; all other visitors must be permitted entry by staff.
- When a child custody issue exists, it is the responsibility of the residential parent to provide official court documentation if there are restrictions or limitations placed on the nonresidential parent. The program may not deny a parent access to their child without proper documentation.
- The only persons who may pick up a child from the program are those listed on the Authorized Release form. Staff will not release a child to anyone not listed on the form without additional written instructions from the parent. Staff will ask to see photo identification of persons that they do not recognize.



- If the person responsible for picking up the child has not arrived by 15 minutes after the end of the contracted childcare schedule, the administrator on duty will contact persons listed as Emergency Contacts on the child's Enrollment and Health form. After one hour, if the person responsible for the child or an Emergency Contact has not arrived or been contacted, Franklin County Children's Services will be contacted, and will determine if the child should be brought to their agency. University Police will be contacted if it is necessary to provide transportation for the child.
- Children who arrive to the Child Care Program from another educational program by contracted transportation have a written plan, including appropriate contact information, for determining their whereabouts should they fail to arrive as scheduled.
- At the Ackerman Road facility, classroom back doors are kept locked at all times when children are in their classrooms. At the Buckeye Village facility, classrooms back doors as well as front doors are kept locked when children are in their classrooms.
- No smoking is permitted indoors, immediately outside of each facility or anywhere on the campus of Ohio State University; no firearms or other hazardous materials are permitted on Child Care Program property.
- At the Buckeye Village facility, each classroom has a business phone. At the Ackerman Road facility, the office and each village have a business phone; each classroom has an intercom.
- All employees of the Child Care Program are required to report suspected child abuse or neglect to the public children's services agency. Staff completes a Recognition of Child Abuse and Neglect training course to assist in this process.
- When families come to the building, we encourage all to turn vehicles off when they enter the building.

### **LOCKDOWN AND EVACUATION EMERGENCIES**

Staff are trained in shelter-in-place, lockdown and evacuation procedures. Shelter-in-place and lockdown would be implemented if there is a potentially harmful situation in or near a facility and it is safer to stay inside rather than evacuate; evacuation would be implemented if there is a potentially harmful situation inside a facility and it is safer to leave the premises.

If the program is made aware of a potentially harmful situation, administrative staff will notify classrooms as to the appropriate course of action. Classroom staff will follow all attendance procedures to ensure all children and staff are present and either gather in the safest place within their classroom or evacuate to the pre-determined evacuation assembly point (Ackerman Road facility to Buckeye Village Community Center, Buckeye Village facility to Ackerman Road facility). Administrative staff will work with the Office of Human Resources and University Communications to notify families as needed.

### **ROUTINE WALKS**

Routine walks on the grounds surrounding and in between the Ackerman Road facility and the Buckeye Village facility of the Child Care Program are permitted with family permission. Such walks will not include walking on or near Ackerman Road and Fred Taylor Drive.

- Staff sign-out at the front desk before taking children on a routine walk.
- Walks last no longer than one-half hour; afternoon walks conclude no later than 4:30.
- At least two staff members accompany children on routine walks, no matter how small the group, and program teacher/child ratios are maintained.



- Staff take their classroom emergency backpack, including their Emergency Binder, first aid kit and necessary medications, attendance sheet and a cell phone on all routine walks.

## **ACCIDENTS AND INJURIES**

Through appropriate supervision and low staff/child ratios, staff are able to prevent many accidents and injuries from occurring. Because some accidents and injuries will inevitably occur, all fulltime staff are provided with First Aid and CPR training.

If an accident does occur trained staff will respond and notify administrative staff if necessary. An Incident Report is completed for any injury that requires first aid. Parents are asked to sign the report upon receipt and a copy is kept in the child's file. Should a serious injury occur, office staff calls 911 and the University Police for assistance; the family is contacted at the same time or after the emergency call is placed. Emergency personnel or parents will determine further treatment. If transportation to a hospital is needed, emergency personnel or parents will provide transportation as indicated on the child's Enrollment and Health form. Staff will travel with the child if a family member is not present. The cost of all medical care is the responsibility of the family. Serious incidents must also be reported to the Ohio Department of Job and Family Services by an administrator.

It is the Child Care Program's policy that in order to enroll, all families must sign permission for the program to secure emergency transportation for their child in the event of an illness or injury that requires emergency treatment.

## **CONFLICT OF INTEREST**

Parents/guardians and other clients of the Child Care Program are prohibited from initiating or participating in any employment arrangements ("nanny", babysitting, transporting children, food service, etc.) with staff members of the Child Care Program. Staff members are prohibited from taking children off premises on behalf of families and cannot be listed as emergency contacts on children's enrollment and health information forms or be named on children's authorized release forms.

## **FINANCIAL INFORMATION**

The Child Care Program is funded primarily from tuition paid by families. Additional funding comes from The Ohio State University and Medical Center, Ohio Department of Job and Family Services and United States Department of Agriculture. Funding from all of these sources benefits all of the program families.

### **TUITION**

- Tuition is charged on a sliding scale according to gross monthly family income, type of enrollment and age group of the child's enrolled classroom. A current Tuition Schedule is available on the program website and in the offices.
- Families are required to provide documentation of current income in order to receive reduced tuition; documentation is updated annually. Families can request a tuition change when there is a documented change in family income. Tuition is not reduced retroactively.
- If more than one child in a family is enrolled in the program, the older child(ren) is placed in the next lower income category. The tuition reduction applies to multiple older siblings.



- When a child is in transition to an older age group, the new tuition amount is not charged until the child begins full enrollment in the older group.
- Families will be charged for any additional childcare provided beyond contracted enrollment.
- Families meeting eligibility requirements may apply for funding through their county Department of Job and Family Services.

### **PAYMENT**

- Tuition is charged weekly, and payments are due on Monday of the current week. Payment can be made weekly, bi-weekly, or monthly, but must always be paid in advance of services.
- Tuition can be paid through payroll deduction, checks, money order, or credit cards.
- Accounts must be kept current while a payroll deduction request is being processed. Changes to or cancellation of payroll deduction for any reason, including change in program tuition, must be requested by the family. The Child Care Program cannot submit a request to initiate, change or cancel payroll deduction without a signed Post-Tax Salary Reduction form.
- Full tuition is charged weekly, regardless of program closures or child absences.
- Nonpayment of tuition is cause for termination of service.

### **ADDITIONAL FEES**

- A \$60.00 non-refundable family registration fee and a \$250 non-refundable deposit are charged when a family enrolls or re-enrolls in the program. The deposit will be applied to the first week tuition. Additional fees may apply for enrollment in kindergarten.
- Late Pick-up policy: Picking up children after the end of their contracted schedule (i.e. after 6pm for regular daytime schedule) will result in late pick-up charged as follows:
  - First hour, \$10.00
  - Second hour, \$10.00
  - Over two hours - half-day tuition
- There is a returned check fee of \$30.00.

### **CHANGE OF ENROLLMENT**

- Requests for change in enrollment must be submitted to the office.
- Because of the limited number of part-time enrollments available in the Ackerman Road facility, it may not always be possible to implement requested enrollment changes.

### **WITHDRAWAL FROM THE PROGRAM**

- Families are required to give four weeks' notice for withdrawal. Upon submitting withdrawal notice, families can request that records be shared with the new school by completing the records release request form.
- Families are billed for childcare services during the four-week notice period and are responsible for full payment of the account.



- During spring conferences, preschool teachers will discuss the transition to kindergarten. If the child attends the OSU Child Care kindergarten program, the family will have the opportunity to meet with the kindergarten teacher prior to the start of kindergarten. The OSU Kindergarten teacher will also meet with preschool teachers to make a plan for smooth transition to kindergarten. If families attend kindergarten outside of our program, records can be shared with the new school, with a completed parent request.

## SERVICE OPTIONS

### ELIGIBILITY AND ENROLLMENT

To enroll in the Child Care Program, a custodial parent or guardian must be affiliated with The Ohio State University as a student, staff, or faculty member. Limited spaces are available for children eligible for early intervention services through Franklin County Board of MRDD or special needs preschool services through Columbus City Schools. Opportunity for enrollment is based on waitlist position and the demographics of classroom groups. The program does not discriminate in the enrollment of children on the basis of race, color, sex, national origin, religion, disability or family composition.

A medical examination by the family's physician is required for each child within thirty days of enrollment in the program. A comprehensive health screening to include vision, dental health, height, weight, hearing and blood lead and hemoglobin levels by the physician should be completed and updated annually as a part of the child's enrollment at the center. These health screenings benefit the overall health of a child and can help identify potential health and development concerns. The Ohio Department of Job and Family Services child medical statement must be completed and returned to the program to maintain enrollment. In the event a family is unable to complete the comprehensive health exam program staff will assist with an appropriate referral to available community resources.

After acceptance into the program, meet with the classroom teachers. The teachers will work with parents to develop transition and developmental goals to make the transition into the classroom a smooth process for children and families. During the meeting the teachers will then schedule a time for the child to come and visit the classroom with the family prior to the start date.

A child is considered to be enrolled in the Child Care Program only after the registration fee and deposit have been received, the administrator confirms the availability of space, the paperwork is received, and an enrollment meeting is completed. The required paperwork includes basic enrollment and health information and a medical form signed by a physician or certified nurse practitioner.

Families must maintain affiliation to remain enrolled in the program. Families who become unaffiliated must make arrangements to withdraw from the program.

The program's first commitment is to families that are currently being served. After a family is enrolled, siblings have priority for enrollment. Families should complete a waitlist application for a sibling as soon as a due date is known.



## DATES CLOSED

The Child Care Program follows The Ohio State University holiday calendar and will be closed on the days University offices are closed. Those days are:

- Labor Day
- Veteran's Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas (2 days)
- New Year's Day
- Martin Luther King Day
- Memorial Day
- Juneteenth
- Independence Day

In addition, the Child Care Program will close a minimum of three days each year for staff professional development days. Families will be notified in advance of these dates.

If the University offices close due to extreme weather conditions, the program remains open only to the children of Ohio State essential services staff. Personnel considered as essential include employees of Student Life, Facilities Operations and Development, and those hospital staff who are required to report to work. Parents unsure of their status as essential or non-essential should check with their department supervisor.

## AVAILABLE PROGRAMS

The **Daytime Program** operates Monday through Friday, 6:00am – 6:00pm at the Ackerman Road facility and 7:00am-6:00pm at the Buckeye Village facility. Care is offered for children six weeks old through kindergarten. Children are not eligible to continue in the program once they are Kindergarten eligible as determined by their local school Kindergarten age cut-off date.

The **Kindergarten Program**, located at the Ackerman Road facility, is chartered and meets the curriculum guidelines set by the Ohio Department of Education. Children must be five years old by September 30 of the current year. Kindergarten enrolls a maximum of 24 children and maintains a staff/child ratio of 1:12.

The **Evening Program** operates Monday through Friday, 6:00pm – 9:00pm at the Ackerman Road facility and provides second shift child care services for children 6 weeks old through kindergarten. Enrolled families may arrange for care after 6pm necessitated by work on an occasional basis. Staff do not transport children from Buckeye Village to the evening program. Arrangements for evening care are to be made one week in advance to allow adequate time for securing an evening contract and required child information and to arrange evening staffing. **Late Pick-Up** Families at the Ackerman Road facility who have an emergency or unforeseen delay that prevents pick-up by 6:00pm may receive care in the evening classroom until 6:30pm. This service is not available at Buckeye Village. Additional charges apply.

**Services for children with special developmental needs** are provided on-site at both facilities.

The Child Care Program partners with the Nisonger Center Early Childhood Education Program to provide early intervention services for infants and toddlers and with Columbus City Schools to provide special needs preschool services. Specialized teachers and therapists collaborate with classroom teachers to provide individualized services in an inclusive early childhood environment. In addition, staff from St. Vincent Family Center provide behavioral health prevention and intervention services to preschool children. Please contact a member of the Administrative Team for more information about any of our programs.



## ABOUT US

### ***ACKERMAN ROAD***

#### HOURS AND DAYS OF OPERATION

- 6am - 9pm
- Monday - Friday
- 12 months per year

#### LICENSE CAPACITY

- 6 weeks to 2 ½ years: 180
- Over 2 ½ years: 192



### ***BUCKEYE VILLAGE BUILDING***

#### HOURS AND DAYS OF OPERATION

- 7am - 6pm
- Monday - Friday
- 12 months per year

#### LICENSE CAPACITY

- 6 weeks to 2 ½ years: 50
- Over 2 ½ years: 69



## *HISTORY*

The Child Care Program began with a pilot program created in March 1972 to meet the needs of Ohio State faculty, staff, and students. The program began with 85 children in a church at 1895 Summit Street and quickly filled until the capacity of 95 was reached. Expansions in 1975 and 1980 brought enrollment capacity to 190 children. In 1985, the university administration decided to build a childcare facility capable of caring for 300 children. The groundbreaking took place August 13, 1986, and the first children were welcomed into classrooms beginning August 31, 1987. In January 1995, an addition to the building added additional spaces.

In January 2005, the program expanded from a single site to a multi-site organization. The Buckeye Village Community Center houses the Buckeye Village facility of the Child Care Program. A short walk from the Ackerman Road facility, the Buckeye Village facility increased the number of infants, toddler, and preschool spaces allocated to children of faculty, staff, and students by 115. In addition to childcare, the Buckeye Village Community Center houses the Buckeye Village Administrative offices and community space for Buckeye Village residents.

Both of the Child Care Program's facilities are accredited by the National Association for the Education of Young Children (NAEYC). This prestigious recognition has been achieved by less than 10% of early childhood programs nationwide. In addition, both facilities are accredited by Praesidium, a national firm that focuses on child safety.

The Child Care Program is a department of the Office of Human Resources and reports to the Assistant Vice President for Human Resources.



# CENTER PARENT INFORMATION REQUIRED BY THE OHIO ADMINISTRATIVE CODE

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. 240  
Chicago, IL 60601  
(312) 886-2359 (voice)  
(312) 353-5693 (TDD)  
(312) 886-1807 (fax)

**Write or Call:**  
ODJFS  
Bureau of Civil Rights  
30 E. Broad St., 37<sup>th</sup> 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>.

