Family Handbook

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OUR PROGRAM

VISION, MISSION AND PHILOSOPHY

VISION
Providing excellence in child care and early education for the University community.

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

• provide high quality child care and early education that allows families to participate in and fulfill their responsibilities to the University.
• provide support for academic units and the early childhood community by offering opportunities for study and research by students, faculty and colleagues.

PHILOSOPHY
The Ohio State University Child Care Program was founded on the belief that high quality child care and early education benefits the growth and development of the youngest children in our University community, as well as their families.

Therefore, 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
• creativity and imagination
• critical thinking skills
• joy, wonder and knowledge of their world

“Allow children to be happy their own way, for what better way will they ever find?”
~ Samuel Johnson
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 University’s review board. 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.

All observers, researchers and field placement students who will be present with children must adhere to the paperwork and background check requirements as set forth by the Ohio Department of Job and Family Services licensing regulations for child care centers.
OUR STAFF

EARLY CHILDHOOD CLASSROOM TEAM

Early childhood classroom teams include Teachers, Assistant Teachers and Teaching Aides working together to provide a secure, nurturing and challenging classroom environment that enhances children’s growth and development. The classroom teams establish professional relationships and effective communications with families in order to provide individualized care and education to every child.

Early Childhood Teachers must have a Bachelor degree in early childhood education or have equivalent education and experience.

Early Childhood Assistant Teachers must have a minimum of one course or 100 hours work experience in early childhood education; an associate degree or higher is preferred.

Teaching Aides are Ohio State students who have an interest in early childhood education and related fields.

Early childhood classroom staff are encouraged to pursue additional continuing education and training in early childhood education and closely related fields. They must complete at least six hours of continuing education annually and complete First Aid and CPR training.

ADMINISTRATIVE TEAM

The administrative team establishes and maintains the policies, processes and systems that support the mission of the program.

Early Childhood Administrators have a minimum of a BA degree in early childhood education or equivalent education and experience. They provide direct classroom support and supervision and are responsible for a variety of other administrative duties: program enrollment, facility management, regulatory agency compliance, communications, and community relations.

Support Administrators have education and experience appropriate for their field of expertise. Their responsibilities include human resources and business operations.

Support Staff includes office assistants and associates who provide support in customer service, payroll and financial roles.

AUXILIARY STAFF

Culinary Services Staff from Campus Dining Services provide a breakfast snack, lunch/dinner and an afternoon/bedtime snack for the children in the Program.

Janitorial Services are provided through an independent contractor.
CURRICULUM

CURRICULUM GOALS
The Child Care Program implements curriculum through The Creative Curriculum Program, 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 with its 38 objectives that include progressions of development and learning that identify widely held expectations for children of particular ages. This means that when children enter elementary school, their learning has already been focused on the skills that are essential for success with regard to the Common Core State Standards.

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. Effective teachers observe children, talk with them about their ideas, record interesting things they do and say, and document their progress in development and learning. Working together with families, staff is able to create unique environments and experiences to meet the needs of children in their classroom.

Staff use several formal developmental screening and assessment tools as well as informal observation and documentation. In keeping with Child Care Program philosophy, children are observed and assessed in their authentic play environments. Information gathered is shared with families at least quarterly through conversation, documentation or parent conferences. Formal conferences are offered to each family at least twice annually and compiled assessment information is presented. Additional conferences may be scheduled whenever the need is identified by families or teachers.
SPECIAL CURRICULUM CONSIDERATIONS

SUPERHERO PLAY

Families frequently want to know if the Child Care Program allows children to engage in superhero play or other kinds of play that may include pretend violence or weapons. The answer can be somewhat complicated. The program does not expressly encourage or forbid superhero play. Instead this kind of play is considered an opportunity to help children learn and grow.

When children want to engage in superhero or weapons play, teachers may help them consider the needs and feelings of others in the group. If the play cannot be guided in a constructive way, teachers may decide to stop the play for a period of time. If possible, teachers may help children develop a structure and guidelines for the play that prevents children from being hurt. They may even expand the interest as part of the curriculum: designing superhero costumes, choosing names, deciding on helpful super powers. A creative teacher can guide this popular kind of play to enhance children’s social, emotional and moral development.

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.

Families often wish to celebrate their child’s birthday with the classroom community. Children eagerly await these special times and like to share them with their friends. We encourage families to keep these celebrations simple and creative.

Some ways children have celebrated include:

- Bringing a favorite CD and having a dance party
- Purchasing a book for the classroom (or sharing a favorite from home) and having a parent read to the group
- Singing a favorite song
• Bringing materials to make party hats
• Playing group games

Because of dangers associated with food allergies, we request that families save the birthday foods for home. 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. We do not allow anyone, including staff and families, to bring food containing nuts, nut butters or foods processed where nuts may be present into our facilities. In addition, many of our children have severe allergies to other foods which cannot be completely restricted in a child care environment, including, but not limited to, milk, eggs, soy and wheat.

If a family chooses to bring food for a birthday or other celebration, servings must be individually wrapped and labeled with ingredients by the manufacturer or must be whole fruits. These treats will be made available for families to choose to take home at the end of the day. Foods made in the home and boxed mixes meant to be prepared on-site are not permitted.

We recognize that these food restrictions may seem challenging for some families. We encourage you to work with your child’s teachers to plan just the right idea for your celebration.

**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**

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, 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:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00am-8:30am</td>
<td>Greet families</td>
</tr>
<tr>
<td>8:30am-9:30am</td>
<td>Breakfast snack for older babies, diaper changing, feeding</td>
</tr>
<tr>
<td>9:30am-11:15am</td>
<td>Large motor/outside time, developmental activities and experiences (sensory, small motor, music, language), diaper changing, naps as needed</td>
</tr>
<tr>
<td>11:15am-12:15pm</td>
<td>Lunch for older infants, diaper changing, feeding</td>
</tr>
<tr>
<td>12:15pm-2:30pm</td>
<td>Naps, as needed</td>
</tr>
<tr>
<td>2:30pm-3:30pm</td>
<td>Snack for older infants, diaper changing, feeding</td>
</tr>
<tr>
<td>3:30pm-6:00pm</td>
<td>Large motor/outside time, developmental activities and experiences, diaper changing, departure</td>
</tr>
</tbody>
</table>
**TODDLERS**

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 snack
- **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**

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 snack
- **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 or outdoor activities as children awaken
- **3:00pm-4:00pm**  Hand washing, afternoon snack, personal care time, self-directed activities
- **4:00pm-6:00pm**  Developmental activities and experiences, departure

**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 wash cloth and towel available to use for bedtime preparation. At 8:45pm, children are encouraged to rest or sleep until departure; program staff supervises sleeping children at all times, maintaining appropriate staff/child ratios for each age group.

- **6:00pm-7:30pm**  Transition from day program, self-directed activities, hand washing, and dinner for older infants, toddlers, preschoolers, and school age children. For younger infants, transition time, feeding, diapering, and napping, as needed according to each child’s individual schedule until departure
- **7:30pm-8:30pm**  Developmental activities and experiences, diapering, toileting
- **8:30pm-midnight**  Evening snack, personal care time, and rest or nap until pick-up
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 TO THE NEXT AGE GROUP**

Most children who are ready to transition to the next age group do so in early or late summer, as older children leave the program for elementary school. There may be limited opportunities for children to transition at other times of the year. Staff and families work together as children transition to another age group.

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.

**TRANSITION AGREEMENT**

- **Child’s Name:** Brutus Buckeye
- **Current Room:** A1
- **Date of Birth:** 3/20/2013
- **New Room:** C4
- **Current Enrollment:** 5FD
- **New Enrollment:** MWF
- **New Teachers:** Tommie Lane and Art Wexner
- **New Classroom Supervisor:** Woody Haines

**Transition Begins:** August 9, 2014

**Enrollment in New Room Begins:** August 16, 2014

**Friends transitioning on the same date:** Rufus Bobcat

**Responsibilities of OSU Child Care:**

- Current and new teaching staff partner to gradually introduce your child to the new classroom. Toddler teachers visit child in current room prior to transition week. Transition week example:
  - Day 1 – Explore new room with teacher for 20-30 minutes
  - Day 2 – Visit during breakfast/snack and free play, 30-60 minutes; spend time with new teacher
  - Day 3 – Visit during activities, explore playground, 1-2 hours
  - Day 4 – Visit during morning activities; teacher and child lunch in new room
  - Day 5 – Teacher takes child to room for morning activities, returning for lunch and nap, supporting child as needed
- Parents are introduced to new teachers
- Teachers meet to discuss Teacher to Teacher Transition information
- Child’s extra clothes and supplies are moved to new room
Responsibilities of Families:

- Parents visit with their child in new room several times, gradually increasing the experience. For example:
  - Visit 1 - Look in new room and greet teachers
  - Visit 2 - Walk around the new room and playground with your child
  - Visit 3 - Read a book or play in the new room with your child
- Return transition forms (signed Transition Agreement, Classroom Feedback and Family Information Forms).
- Return forms related to tuition changes (in family’s classroom mailbox).

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 20 degrees and other extreme conditions, such as wind chill, ozone levels, and lightening, will keep us inside. Children need to be dressed appropriately for the weather, including hats, coats, mittens and boots.

All children will need to bring at least one extra set of clothing in case of accidents. Families with infants and toddlers supply diapers. Children’s diapers are checked at least every 2/3 hours and changed immediately when wet or soiled. 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. The goals of dining together are to:

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

“Sitting down to dinner, at any age should be an invitation to the fabulous banquet that is life. The most important lesson we learn at the table is that great rewards await those who take chances. It makes sense to say, “Pull up a chair. Take a taste. Come join us. Life is so endlessly delicious.”

~Ruth Reichl, Editor-in-Chief, Gourmet magazine
Teachers model positive language and pleasant manners while engaging the children in quiet conversation. Being present with the children helps them to understand that mealtimes are special, slows the pace of meals, and allows children to be easily helped with eating safely. While the first servings of all food will be provided for the children, at no time are children required to eat any or all of the food on their plates. 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 in the Child Care Program.
- 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.
- 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 crib rooms, provide a supply of breast milk or formula, or use the formula provided by the program. Expressed milk must be labeled with the child’s name, date expressed and date received by the program.
- Our “breakfast” is intended to supplement children’s breakfast at home and provide them plenty of energy until lunch time. Children may bring food from home if desired, especially breakfast items for those who arrive before 8:30am.
- Menus are posted on the program’s website and available in hard copy in the offices every month. A menu is posted in each classroom.
- 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 Child Care Program participates in the United States Department of Agriculture (USDA) Child and Adult Care Food Program which assists child care 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 A.M. snack; served at 8:45pm

In accordance with Federal law and U. S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington D.C. 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

**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 child care 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.

**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; children who get enough sleep are less prone to behavioral concerns and moodiness. Sleep also enhances 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; infants who are able to roll-over may not be swaddled.

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.
CHILDER GUIDANCE

As stated in the Child Care Program philosophy, 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

In order 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.

In the Child Care Program, child guidance is recognized as essential to helping children grow and learn and guidance strategies are chosen keeping this goal in mind. In addition, strategies are chosen that are responsive to the individual needs of the child. All staff is responsible for the appropriate guidance of children in their care.

The following child guidance strategies are used in the Child Care Program:

**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. Space is neither too large nor too confining, too quiet nor too loud, too cluttered nor too sparse. 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. When teachers speak calmly, explain rationale, and accept children where they are in their development, they can create a harmonious classroom environment.

**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 delight in listening to children, but also understand the serious nature of their self-expression. 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. In some circumstances, it is necessary for teachers to help by holding a child in a protective hug so no harm comes to the child or others.

**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.

**Behavior Plans:** 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:

- Program staff will inform the family of the concern as soon as possible and collect information to share with the family in a meeting.
- A meeting of the family, teaching staff and administrative staff will be scheduled. The goal of the meeting will be to share information and develop a written plan, including specific guidance strategies to be used in the classroom to guide behavior in a positive direction. Appropriate follow-up meetings will be scheduled to discuss progress.
• Program staff and the family will communicate regularly while the plan is being implemented. Program staff will implement specific guidance strategies defined in the plan, document observations of the child and implement appropriate evaluation methods to determine if the plan is successful.

• At follow-up meetings, the child’s progress will be discussed. If the plan does not appear to be successful, the family may be asked to allow external consultation or seek further evaluation. Additional guidance strategies may be proposed and implemented.

• 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.

• If all steps in the plan have failed to help a child become more successful in the classroom environment, the family will be asked to withdraw the child. If possible, the program will assist the family in identifying potential placement options that may appropriately meet the child’s needs.

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.

Keeping in mind the age of your child is critical to delivering safety information in a manner that is helpful and prepares children to ultimately become stewards of their own personal safety.

Professional boundaries with children and families should be maintained at all times 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 breech of a professional boundary, a supervisor 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.

“The most important people in a child’s life are that child’s parents and teachers. That means parents and teachers are the most important people in the world.”

~ Fred Rogers
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 to read, such as daily schedules and activities, 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 mailboxes. While we are decreasing the amount of paper we distribute to families, there continue to be times when hard copy mail will be placed in family mailboxes.
- **E-mail** – All families are required to provide the program with a current e-mail address. Many program messages, newsletters, paperwork update reminders, and financial information are sent to families electronically. You can also communicate directly with program administrators via e-mail.
- **Program Newsletters** – A periodic newsletter, “community connection”, is distributed electronically and is available in hard copy in the offices.
- **Information Boards** – Each facility posts daily information, including the administrator on duty, in the office area. There is also an information area for sharing valuable and informative program and community resources.
- **Website** – The program maintains a website providing information, including the Family Handbook and monthly menu, at [http://hr.osu.edu/childcare](http://hr.osu.edu/childcare).

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. The staff will be happy to talk with you about your child’s day.
- **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: CCProomnumber@osu.edu (Ex. CCP-A2@osu.edu);
  - Buckeye Village e-mail: CCPrmroomnumber@osu.edu (Ex. 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.

• **Attend Classroom Meetings** – Room meetings are scheduled throughout the year. These meetings may be a time for teachers to provide information about the classroom, a time for discussing topics of interest selected by families or a social gathering for families to get to know each other.

• **Participate in Classroom Activities** – There are many opportunities to participate with your child in classroom activities. It may be as simple as bringing a vegetable for the classroom cooking activity or reading a story at group time. Some parents also share a special talent or skill with the children, such as cooking or playing a musical instrument. You are always welcome to join your child’s classroom!

• **Family Events** – Each year brings several opportunities for families to participate in interesting events such as Week of the Young Child and Harvest Celebration. 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 in order to provide the highest quality child care for you and your family we must work in partnership, it is important to us 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. Because it is difficult to have this kind of discussion in the classroom, schedule a time to meet with the teacher 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. Joanna McGoldrick, Associate Vice President of the Office of Human Resources, the home department of the Child Care Program, may become involved in order for all parties to reach a satisfactory resolution. Ms. McGoldrick can be contacted at mcgoldrick.7@osu.edu or 614.292.8295.

### 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

ILLNESS AND COMMUNICABLE DISEASE

In order 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.

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. The cot and any linens used are washed and disinfected before being used again. 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 100 degrees Fahrenheit (taken under the arm) in combination with any other signs or symptoms of illness
- Temperature of 101 degrees Fahrenheit (taken under the arm) with or without any other signs or symptoms of illness
- Diarrhea (three or more abnormally loose stools in one day)
- Severe coughing, causing the child to become red or blue in the face or to make a whooping sound
- Redness of the eye, obvious discharge, matted eye lashes, burning, itching
- Difficult or rapid breathing
- Yellowish skin or eyes
- Untreated infected skin patches, unusual spots or rashes
- Vomiting more than one time or when accompanied by any other sign or symptom of illness
- Unusually dark urine and/or gray or white stool
- Stiff neck with an elevated temperature
- Evidence of untreated lice, scabies, or other parasitic infestation
- Sore throat or difficulty swallowing
- Inability to participate in normal activities

When a parent notifies the program that a child has been diagnosed by a physician with a communicable 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. Families are urged to consult their own physician for advice about precautions to take with their child.

**CARE OF CHILDREN WITHOUT IMMUNIZATIONS**

The Child Care Program may enroll children whose families have chosen not immunize them for religious or medical reasons. A Request to Enroll Non-Immunized Child form is required and a physician’s request is required for enrollment of children who are not immunized for medical reasons. Should a disease for which immunization is recommended be diagnosed in the facility where a non-immunized child is enrolled, the child will be unable to attend during the communicable period.

**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
• Congenital conditions
• Eczema
• Reflux
• Seizure disorders

Medical/Physical Care Plans provide clear instructions for staff in managing any special care needs. Staff requiring training will be identified by program administrators considering the severity of the special care need, type of medication or other treatment and 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 may also be required by the program.

ADMINISTRATION OF MEDICATION OR FOOD SUPPLEMENTS

APPROVAL OF MEDICATIONS TO BE ADMINISTERED BY THE PROGRAM

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). Program staff may not 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 child care 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. No unapproved medication or topical preparation is permitted on the premises.

Prescription Medications – Prescription medication must be in the original container with a prescription label containing the child’s full name, a current date within the last twelve months, and the exact dosage and means of administration. A dosing cup, spoon or syringe calibrated with the exact dosage as listed on the prescription must be provided by the family. Box 1 on the form must be complete.
Nonprescription Medications – Medications, such as Children’s Benadryl, must be in the original container and the label must specify the exact dosage for the child’s age and/or weight. The full name of the child must be printed on the container. A dosing cup, spoon or syringe calibrated with the exact dosage as listed on the label must be provided by the family. This type of medication can be administered for no more than three consecutive days. Box 1 on the form must be complete. Medication will not be administered to reduce fever; children must stay home until fever-free without aid of medication for 24 hours.

Nonprescription Medications requiring physician’s instructions – If the nonprescription medication label does not specify the exact dosage for the child’s age and/or weight or if it contains aspirin or codeine, a physician’s instructions are required. The physician may complete Box 2 on the Request for Administration of Medication form or may provide written instructions that include the required information indicated on the form. Box 1 on the form must also be complete.

Topical Preparations – Diaper cream, sunscreen, lip balm and skin lotion may be administered daily for a twelve month period with specific instructions provided by the parent in Box 1 of the form.

If a topical preparation is to be used for an acute skin irritation such as diaper rash, it shall be applied by the program for no longer than 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 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 nonprescription topical products used as a preventative measure. Administration of these products will not 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.

The only exception to this requirement is for school age children that require the immediate use of an inhaler for a medical condition. School-agers only will be permitted to maintain control of their inhalers. A parent or guardian must sign a release form stating that they are permitting their school-ager to have access at all times to the inhaler. The child must keep the inhaler on his person at all times; it may not be stored in a cubby or book bag. Anytime the child is unable to maintain control of the inhaler it must be given directly to the staff member responsible for the child.

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. 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. Supervisors are also present daily within each Village monitoring classrooms. The Child Care Program has four kinds of safety and emergency plans:

- a plan for daily safety and security
- a plan for accidents and injuries
- a plan for an emergency outside of the building
- a plan for evacuation of the building

Staff practice emergency procedures monthly, quarterly and annually as required.

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. 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 child care 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 from another educational program by contracted transportation to the Child Care Program have a written plan, including appropriate contact information, for determining their whereabouts should they fail to arrive as scheduled.
- Classroom doors are locked as appropriate for each facility.
• 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.

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. These walks may include crossing Defiance Drive in the crosswalk located in front of the Buckeye Village facility.

• Staff must sign-out at the front desk before taking children on a routine walk.
• Walks must last no longer than one-half hour; afternoon walks must conclude no later than 4:30.
• Routine walks will not include walking on Ackerman Road, the portion of Defiance Drive that approaches Ackerman Road, or the portion of Fred Taylor Drive that approaches Ackerman Road. Routine walks will not include crossing Fred Taylor Drive.
• At least two staff members must accompany children on routine walks, no matter how small the group. Program teacher/child ratios must be maintained.
• Staff must take a first aid kit, Emergency Binder 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, the following steps are taken:

1. Staff with first aid training responds to the child’s immediate needs. Most accidents and injuries that occur are minor and can be resolved quickly.
2. 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. Serious incidents must also be reported to the Ohio Department of Job and Family Services by an administrator.
3. Any significant bump or blow to the head will be reported to parents immediately, even if it appears to be minor.
4. If it is determined that the injury may be severe, another adult calls the office to let them know that help is needed. An administrator will go for help.
5. 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.
6. Emergency personnel or parents will determine further treatment.
7. 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.
8. The cost of all medical care is the responsibility of the family.

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 which requires emergency treatment.

SHELTER-IN-PLACE EMERGENCIES

Staff are trained and practice annually the steps to take in the event of an emergency that requires shelter-in-place. This action may be necessary when there is a potentially harmful situation in or near the facility and it is safer to stay inside rather than evacuate. A lockdown may be required if violence is threatened. When information is received from the University or when a potentially harmful situation is recognized by program staff, the following steps are taken:

1. Staff are notified via the “Calling Tree” or other means to shelter-in-place.
2. Staff quickly move children to their classroom or closest safe space and choose the safest place within the room or area to gather. In the event of dangerous weather, groups move to their designated safe space.
3. Staff complete a face-to-name attendance check of children and adults.
4. In the event of a lockdown, staff also close and lock doors, turns out lights and cover windows or doors if possible.
5. Staff keep children as quiet and calm as possible until given further directions by an administrator or emergency personnel.

EVACUATION EMERGENCIES

Staff are trained and practice monthly and annually the steps to take in the event of an emergency that requires evacuation. This action may be necessary when there is a potentially harmful situation in or near the facility and it is safer to evacuate. When information is received from the University or when a potentially harmful situation is recognized by program staff, the following steps are taken:

- Staff are notified by alarm, “Calling Tree” or other means to evacuate the building.
- Staff gather children and prepare to leave the building with children’s emergency medications and other emergency supplies.
- Staff complete a face-to-name attendance check of children and adults before leaving the building and after exiting the building.
- Staff move children to the pre-determined Evacuation Assembly Point (Ackerman Road facility to Buckeye Village Community Center, Buckeye Village facility to Ackerman Road facility) and complete another face-to-name attendance check.
- Staff keep children as quiet and calm as possible until given further directions by an administrator or emergency personnel.
• If it is determined that children may not reenter the building, families will be alerted to come to the Evacuation Assembly Point to pick up their children.

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 of 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.

ENROLLMENT INFORMATION
Enrolling families participate in a Program Orientation designed to assist them in a comfortable transition into our program. The process includes:
• Attending a group program orientation led by an administrator to learn about program policies and procedures
• Completing all required enrollment paperwork
• Meeting with the classroom teacher to share information about the child and family and learn about the classroom staff and community
• Child and family visit in the classroom

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 child care provided beyond contracted enrollment.
• Families meeting eligibility requirements may apply for funding through their county Department of Job and Family Services.
• Hospital employees with a varied attendance enrollment are required to complete a weekly attendance schedule for two weeks in advance. Billing will be based upon the weekly attendance schedule as submitted.

**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, Visa, MasterCard, Discover and American Express. Cash payments are accepted, but discouraged.
• 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 $50.00 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 and the summer school age program.
• If a child has not been picked up by the end of the contracted child care schedule (i.e. 12:30pm, 6:00pm, 8:00pm, midnight), families will be charged late fees as follows:
  o First half-hour, $10.00
  o Second half-hour, $10.00 (three or more occurrences, half-day charge)
  o One hour or more, half-day charge
• There is a returned check fee of $30.00.

**CHANGE OF ENROLLMENT**

• Requests for change in enrollment must be submitted to the office. If approved, the change in enrollment will typically be implemented at the beginning of a new semester.
• 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**

• Withdrawal requires a four week paid written notice. Withdrawal forms are available in the offices.
• Families are billed for child care services during the four week notice period and are responsible for full payment of the account.
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.

Families are allowed one unaffiliated semester per year. For example, if a student graduates autumn semester, spring semester will be an unaffiliated semester. This allows families to have stable child care while they are in transition. After one unaffiliated semester, the family must be affiliated with the University to continue enrollment.

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.

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
- Independence Day

In addition, the Child Care Program will close a minimum of two 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.

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, 2:00pm – 12:00am 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 two weeks 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.

The **Summer School Age Program** provides care for children who have finished Kindergarten and first grade. Creative and educational activities are offered in a relaxed environment during the summer break from school.

**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 - midnight
- 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. Expansions in 1975 and 1980 brought enrollment capacity to 190 children. In 1985, the university decided to build a child care facility capable of caring for 300 children. Ground breaking 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 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 infant, toddler, and preschool spaces allocated to children of faculty, staff, and students by 115. In addition to child care, the Buckeye Village Community Center houses the Buckeye Village Administrative offices, the ACCESS program, 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 of Total Rewards.
CENTER PARENT INFORMATION REQUIRED BY THE OHIO ADMINISTRATIVE CODE

Center Parent Information The center is licensed to operate legally by the Ohio Department of Job and Family Services. 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 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 Ohio department of job and family services.

It is unlawful for the center 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.

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

This information must be provided to parents as required in Rule 5101:2-12-7 of the Ohio Administrative Code