



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



The Ohio State University Child Care Program

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



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 June 2019



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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



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.



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 transitions to the next age group. The ASQ-3 is a developmental screening tool designed to identify a child's developmental strengths and needs.

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.

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

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:

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

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

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

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 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 in order 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 similar to 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 a week long 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.

TRANSITION AGREEMENT

Child's Name: Brutus Buckeye

Current Room: A1

Date of Birth: 3/20/2016

New Room: C4

Current Enrollment: 5 FD

New Enrollment: MWF

New Teachers: Tommie Lane and Art Wexner

Classroom Supervisor: Woody Haines

Transition Begins: August 9, 2017

Enrollment in New Room Begins: August 16, 2017

Friends transitioning on the same date: Rufus Bobcat



Responsibilities of OSU Child Care:

- Work with Parents to arrange a time to meet with the new teachers
- Teachers meet to discuss Teacher to Teacher Transition information
- Current and new teachers partner to gradually introduce your child to the new classroom (Toddler teachers visit child in current infant room prior to transition week)
- Transition week example:
 - Day 1 – Explore new room 20-30 minutes with current teacher
 - Day 2 – Visit 30-60 minutes with current teacher
 - Day 3 – Visit 1-2 hours, with or without current teachers, depending on the child
 - Day 4 – Visit all morning through lunch, without current teacher
 - Day 5 – Current teacher takes child to new room in the morning, child stays through nap, and returns to current room for the end of the day
- Child's extra clothes, supplies, paperwork, medication, etc. are moved to new room

Responsibilities of Families:

- Work with Program Coordinators to arrange a time to meet with the new teachers
- Parents visit the new room with their child during drop-off and pick-up times
 - Explore the new room and playground with your child
 - Read a book or play in the new room with your child
- Return transition forms (signed Transition Agreement, Classroom Feedback and Family Information Forms, tuition forms)

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 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 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 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. 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 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, 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

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.

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 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 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 ccp-childcare@osu.edu

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(Ex. CCP-A2@osu.edu);
 - Buckeye Village e-mail: CCP-“rm”roomnumber@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. Parent conferences offer you the opportunity to give input on curriculum goals for your child.
- **Attend Classroom Meetings** – Periodic classroom parent meetings or events are scheduled throughout the year. These occasions may be educational, social or a combination.
- **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 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 child care 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. Joanne 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. 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 (one hundred degrees Fahrenheit if taken axillary)
- Three or more consecutive occurrences of diarrhea within a twenty-four hour period
- Severe coughing, causing redness or blueness in the face or making a whooping sound
- Difficult or rapid breathing
- redness of the eye, thick and purulent (pus) discharge, matted eyelashes, itching
- Untreated infected skin patches, 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 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. 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 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 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.

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 child care 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, and most 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 \$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.
- 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 child care 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, families will attend program orientation and 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
- 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.

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 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.

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 was reached. Expansions in 1975 and 1980 brought enrollment capacity to 190 children. In 1985, the university administration decided to build a child care facility capable of caring for 300 children. The 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 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 infant, toddler, and preschool spaces allocated



The Ohio State University Child Care Program

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

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 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. 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 facility 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>

