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Welcome to the Ohio University Child Development Center!

We are glad to have you and your family join our school community!

We hope that you find this handbook helpful to learn about the different ways you can be involved with the Center and understand our policies and procedures. If you have questions, always feel free to contact your Master Teachers or the Directors.

We are Accredited by The National Academy of Early Childhood Programs

The Ohio University Child Development Center is licensed by the Ohio Department of Job and Family Services (ODJFS). The license and inspection reports are in the main hallway on the parent information board. The law and rules governing child care are available in Room 104 for review upon request. The Center’s licensing record including compliance reports and evaluation forms from the health department, building inspection and fire departments are available upon request from the ODJFS. Currently, the Center’s licensed capacity is 99 children.

All parents, students and employees are required to sign a statement, which is kept in their folder verifying that they have received and reviewed the parent handbook. A pre-admission orientation meeting is held before each family is admitted.

The toll free complaint number for the OHIO DEPARTMENT OF JOB AND FAMILY SERVICES is 1-866-886-3537, option 4

The OUCDC tax I.D. is 32.6402113

The Ohio University Child Development Center accepts children regardless of ability, race, color, religion, sex or national origin.
### Important Numbers and Emails

<table>
<thead>
<tr>
<th>Master Teachers</th>
<th>Room/Email</th>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>Megan Borer and Lisa Kinnard</td>
<td>Infant Room 105</td>
<td>740-597-1426</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:infantroom105@yahoo.com">infantroom105@yahoo.com</a></td>
<td></td>
</tr>
<tr>
<td>Kim Swart and Chelsea Murden</td>
<td>Infant Room 115</td>
<td>740-597-2536</td>
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<tr>
<td></td>
<td><a href="mailto:infant.room115@yahoo.com">infant.room115@yahoo.com</a></td>
<td></td>
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<tr>
<td>Heather Lantz and Melissa McGowan</td>
<td>Toddler Room 123</td>
<td>740-597-1431</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:toddlerroom123@gmail.com">toddlerroom123@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Anna Shoup and Barbara Soroka</td>
<td>Toddler Room 127</td>
<td>740-597-2782</td>
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<tr>
<td></td>
<td><a href="mailto:toddlerroom127@gmail.com">toddlerroom127@gmail.com</a></td>
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<tr>
<td>Angie Hines and Kelsey Lenahan</td>
<td>Preschool Room 205</td>
<td>740-597-2537</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:preschool205experiencejournals@gmail.com">preschool205experiencejournals@gmail.com</a></td>
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<tr>
<td>Keith Barron and Amy Haas</td>
<td>Preschool Room 213</td>
<td>740-597-1433</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:preschool213@gmail.com">preschool213@gmail.com</a></td>
<td></td>
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<tr>
<td>Allison Draper and Lindsay McDaniel</td>
<td>Preschool Room 219</td>
<td>740-597-2781</td>
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<tr>
<td></td>
<td><a href="mailto:preschool219@gmail.com">preschool219@gmail.com</a></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>Room/Email</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allison Ervin, Administrative Asst.</td>
<td>Lobby</td>
<td>740-593-1819</td>
</tr>
<tr>
<td>Kristin Mazzeo Barron, Asst. Director</td>
<td>Room 110</td>
<td>740-597-2784</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mazzeo@ohio.edu">mazzeo@ohio.edu</a></td>
<td></td>
</tr>
<tr>
<td>Lisa Frasure, Director</td>
<td>Room 108</td>
<td>740-597-1428</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:frasure@ohio.edu">frasure@ohio.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

### Emergency Numbers

- OU POLICE DEPT. 740-593-1911
- FIRE DEPT – 911 or 740 -592-6624
- POLICE DEPT – 911 or 740 -593-6606
- EMS – 911
- POISON CONTROL – 1-800-682-7625
- O’BLENESS HOSPITAL – 740-593-5551
- ATHENS COUNTY CHILDREN’S SERVICES – 740 -592-3061
Mission Statement

The Ohio University Child Development Center serves as a model of best practices in early childhood education for children, families, students, faculty, and the community. There is a threefold mission:

Education of Children ages six weeks through five years old:
- Providing a challenging curriculum based on Developmentally Appropriate Practice (DAP) and influenced by Constructivism and the Reggio Emilia Approach
- Strengthening relationships between children, families, the Center and the community

Professional Education of Students:
- Professional education for students majoring in Early Childhood Education
- Professional education for students in various University departments and from the surrounding communities

Site for Research:
- Research by faculty and students and on-going contributions of knowledge to the field of Early Childhood Education

Values and Philosophy

Our identity as a school is both grounded in best practice and informed by our own unique setting, history and experience.

A Strong Image of the Child: We believe that the child is a complex and unique individual influenced by relationships with family, peers, and the community. The child has a natural curiosity to explore and learn through deliberate and spontaneous interactions with their environment that includes play, observation, and experimentation. Through this, the child competently constructs their understanding and knowledge of the world around them. (Image of the child statement written by CDC Teachers in 2012)

Continual and Lifelong Learning: We value continual professional development, critical and reflective thinking, dialogue, and teacher research to inform our practice. All Master Teachers and Directors are a part of a Reggio Study Group and members of the statewide organization, Ohio Voices for Learning: A Reggio Inspired Forum (www.ohiovoices.org). In addition, we strive to promote lifelong learning with children and Early Childhood Education majors.

Learning through experience: Both children and adults often learn best through experience and adding to their prior knowledge. Children, Master Teachers and Professional Interns work together to gain firsthand knowledge and experience. All aspects of the school day are considered learning opportunities.
The Reggio Emilia Approach: The work of teachers and children in the schools in Reggio Emilia, Italy is well known around the world and inspires our work here in Athens, Ohio. We are not a “Reggio school,” as those exist only in Italy, but we study and are inspired by the deliberate and thoughtful way they work with children. See Appendix B for a 2 page summary of the Reggio Emilia Approach.

Experiences in and with the Natural World: Numerous research exists on the value of time spent in the natural world for both children and adults. Our location in The Ridges offers many opportunities to enjoy, observe, study, and protect the natural world right outside our doors. In addition, our Garden is intentionally planned and tended to each year by children, CDC staff, OU students and families.

Relationships and Collaboration: We value and build relationships with all children, families, students, and CDC staff, and work to build relationships with the community and world outside of our school. On-going information sharing between home and school creates the best supportive environment for children. Collaboration between Master Teachers benefits all children and OU students.

Diversity, Flexibility, Responsiveness: Diversity brings broader perspective. We value and encourage diversity while meeting it with flexibility and responsiveness. In addition, we encourage children and give them opportunities to be responsible and thoughtful decision makers and creators of culture.

Intentionality in Environments for Children: The structure and design of the classroom environment sets the tone for the space. The classroom environment should invite engagement with others, offer space and materials for many varied kinds of play and work, be clean and organized, and be flexible to the children and adults using the space.

Documentation: Master Teachers work to document the on-going daily life of the classroom, the special events, developmental milestones, and the curricular projects. Through photos, transcripts, videos, and teacher reflection, the work of the classrooms is shared with others.
Emergent Curriculum and Daily Life in the Classroom

The curriculum of the Child Development Center is emergent and based on the children in the classroom working with observant and responsive teachers who have knowledge of developmentally appropriate practice, Ohio’s Early Learning Standards, constructivism, the Reggio Emilia Approach, and value of nature. The Master Teachers and Directors have been exploring the metaphor of “catching the ball and tossing it back” with children. Emergent curriculum is developed as teachers and children play the game and toss the ball back and forth. This is accomplished by the Master Teachers and Professional Interns in the room thoughtfully reflecting to build the curriculum based on observations, conversations and interactions that happen in the classroom. All of the experiences throughout the day are considered part of the curriculum, valuable, and full of potential for learning and building relationships. We teach skills in context and through all experiences.

“Emergent Curriculum is building relationships with that which we encounter as we participate with children in knowing the world.” Carol Ann Wien

The teaching team, including Professional Interns and Master Teachers in each classroom, meet once a week after school to reflect on the classroom and plan for the following week. The teaching team use their observations on the children’s engagement with materials, the children’s questions, and knowledge of child development to make plans for the materials in the classroom and the experiences offered to the children. Short term projects, on-going investigations and long term projects can happen at all age levels and in all classrooms. We learn together with the children.

Small group experiences, whole group, large group, and individual experiences happen throughout the day. Children have time for free choice and spend time in chosen or arranged groups. There is outside time and inside time. Each environment and experience is intentionally planned. In addition, the following ideas help frame our curriculum:

- **Play is the child’s work and how the way the child processes and makes meaning**
- **Early childhood experiences and activities are valued as an integral part of life. Each step has value and leads children to the next step.**
- **The curriculum should have elements that bring delight and joy to both adults and children**
- **Real work experiences (taking care of the Garden, sweeping the floor, baking for snack) are beneficial to children and build responsibility and opportunities for learning in context**
- **Children have many ways (100 languages) of communicating and showing what they know**
- **Small groups and whole group activities provide meaningful experiences and opportunities to build community**
- **Expectations for behavior help guide children to make appropriate choices**
Professional Education of Students

The OUCDC serves as a practicum site for students in The Patton College of Education as well as programs in other Colleges. This varies each year, but has included: Nutrition, Interior Architecture, Physical Therapy, Recreation and Sport Pedagogy, Psychology, Counseling, Speech Language Science, and Child and Family Studies. The student involvement ranges from a one-time observation to on-going participation in the classroom environment. Most specifically, the Center serves as a site for the clinical model of education in the Patton College of Education for both Professional Interns and Teacher Candidates in Early Childhood.

Early Childhood Professional Interns

The Professional Internship is the pre-service teacher’s capstone experience at Ohio University. In order to be eligible to be a Professional Intern, the candidate must have fulfilled the required course of study. The Professional Interns work as part of a teaching team of fellow Interns and Master Teachers in the classroom for a whole semester, four and a half hours a day, five days a week. According to ODJFS licensing, Professional Interns are permitted to supervise groups of children without a Master Teacher’s direct supervision. Throughout the semester, they develop a deep understanding of the pedagogy and practice of early childhood education through observation, planning, implementation, reflection, and documentation. By the end of the semester, the Professional Interns will have a two week in-charge time, taking on the responsibility of running the classroom with Master Teacher guidance. The Professional Interns are evaluated by the Master Teachers and the Internship Supervisor throughout the semester. There may be 1 – 4 Interns in a classroom each semester.

Throughout the semester, the Professional Intern is expected to complete the following objectives:

● Build positive relationships and communicate effectively with children, families, and Master Teachers
● Gain understanding of children and family characteristics, needs, and diversity as well as developmental knowledge to create appropriate learning environments for young children
● Demonstrate knowledge of appropriate approaches and content areas to build meaningful curriculum for children as individuals and a whole class
● Organize and manage classroom activities, procedures and routines in an effective manner
● Implement appropriate positive guidance and discipline principles and strategies
● Refine observation, assessment, and documentation skills
● Demonstrate knowledge of and use technology to support classroom instruction
● Be professional and demonstrate skills and characteristics of an early childhood educator
● Use reflective thinking in all aspects of the Professional Intern experience
Teacher Candidates

The OUCDC also serves as a site in the clinical model for up to 70 Teacher Candidates each Fall and Spring Semester. During their sophomore year of the Early Childhood Program between 8 and 10 Teacher Candidates (Lab Students) are placed in each classroom to observe, interact with children, and participate in routines and duties which furthers their knowledge and experience. They participate in classroom experiences twice a week for two hours at a time, under the supervision of a Master Teacher or Professional Intern. They take coursework that aligns with their experiences at the Center and are evaluated throughout the semester by the Master Teachers.

Throughout the semester, the Teacher Candidate is expected to complete the following objectives:

- Build positive relationships and communicate effectively with children, families, and Master Teachers
- Gain understanding of children’s characteristics, development, needs, and diversity
- Gain knowledge of and begin to implement appropriate positive guidance and discipline principles and strategies with young children
- Practice observation skills
- Be professional and demonstrate skills and characteristics of an early childhood educator
- Use reflective thinking

Site for Research

The OUCDC serves as a site for research by University faculty and students. Research is done through observation in the classroom, video observations, and interaction with children.

Formal Research
The Institutional Review Board (IRB) process is always implemented when formal research projects are conducted at the CDC. Researchers comply with University guidelines through the IRB and written permission is obtained from parents prior to beginning research.

Informal Research
Master Teachers make ongoing contributions of knowledge to the field of Early Childhood Education through presentations at many different types of venues (Parent Advisory Board meetings, conferences, workshops, etc.) to showcase their work with children. These types of presentations are considered teacher-action research and focus on project work, emergent curriculum, Ohio Early Learning Standards, etc.
CENTER AND CLASSROOM INFORMATION

Yearly Calendar
Generally the CDC is closed for 4 weeks during the year.
    The week(s) between Summer and Fall Semesters
    2 weeks at Winter Break
    1 week for Spring Break
For a current calendar, please contact the CDC.

Hours
The Center is open from 7:30 a.m. to 5:30 p.m. Monday through Friday. While staff may arrive early to prepare their classroom for the day’s activities, they cannot be responsible for children before 7:30 a.m.

Staff
The CDC staff consists of 14 Master Teachers, one Administrative Assistant, and two Directors. We also have an ATCO employee from Personnel Plus and two Graduate Assistants from the Patton College of Education. The Center also employs university students from the Work Study Program and PACE Career Exploration Program, awarded through the Office of Financial Aid. Volunteers come from Upward Bound, local high schools and various other places. Anyone working with children is properly screened before interacting with children via the ODJFS licensing standards which include background checks, a medical statement and training.

Classrooms
The Center has seven classrooms: two Infants (six weeks to 18 months), two Toddlers & Twos (18 months to three years), and three Preschool (three to five years) classrooms.

Child Files
Children’s files are located in the main lobby (102 Child Development Center). These files are locked and contain emergency medical information, emergency names and phone numbers. In addition, a list of emergency names and phone numbers for each child is located in his/her classroom first aid backpacks and the Center first aid backpacks.

School Delays or Cancellations
If for any reason the Child Development Center is delayed or cancelled, an announcement will be emailed and a Remind Notification sent. If the University closes due to severe or unsafe weather conditions, the Child Development Center will be closed also. If due to unforeseen circumstances (i.e. power failure, loss of heat) the Center must close while school is in session, parents will be called, an email will be sent, and a Remind notification will be texted out. A staff member will stay with the children until they are picked up. All parents are encouraged to sign up for Remind at: http://rmd.me/b?rid=62197563
Staff/Child Ratios and Maximum Group Sizes

Ohio University Child Development Center will not exceed the following state required ratios:

<table>
<thead>
<tr>
<th>Age of Children</th>
<th>ODJFS Requires</th>
<th>ODJFS Max Group Size</th>
<th>NAEYC Requires</th>
<th>CDC strives for</th>
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</thead>
<tbody>
<tr>
<td>Infants (6 weeks to 12 months)</td>
<td>1 to 5</td>
<td>2 to 12</td>
<td>1 to 4</td>
<td>1 to 3</td>
</tr>
<tr>
<td>Infants (12 to 18 months)</td>
<td>1 to 6</td>
<td>2 to 12</td>
<td>1 to 4</td>
<td>1 to 3</td>
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<tr>
<td>Toddlers (18 to 30 months)</td>
<td>1 to 7</td>
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<td>1 to 6</td>
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<tr>
<td>Toddlers (30 to 36 months)</td>
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<td>2 to 16</td>
<td>1 to 8</td>
<td>1 to 6</td>
</tr>
<tr>
<td>Preschool (3 years old)</td>
<td>1 to 12</td>
<td>2 to 24</td>
<td>1 to 9</td>
<td>1 to 8</td>
</tr>
<tr>
<td>Preschool (4 and 5 year olds)</td>
<td>1 to 14</td>
<td>2 to 28</td>
<td>1 to 9</td>
<td>1 to 8</td>
</tr>
</tbody>
</table>

Ratios for toddlers and preschoolers may be doubled for 1 ½ hours at naptime as long as all children are resting quietly on their cots and staff are in the building to meet the regular required staff/child ratio if there is an emergency.

Supervision Policy

Master Teachers or Professional Interns will supervise children by sight and sound at all times, including naptime. Children are never left unattended. Master Teachers are aware of the safety needs of children, anticipate possible hazards and take necessary appropriate precautionary and preventative measures.

Enrollment Forms

Each child younger than three years (36 months) of age at the time of enrollment must be examined by a licensed physician not more than six months prior to admission. Each child three years or older must be examined by a licensed physician not more than 12 months prior to admission. A physician’s signed statement (form is provided in the enrollment packet) certifying that the child is free from communicable disease is required two weeks before the first day of attendance.

In addition to the medical form, the following forms must be on file for each child:
- Child Enrollment and Health Information
- Emergency Contacts
- Child Medical Statement
- Permission and Release Form
- Review of Licensing Rules and Parent Policies and Procedures
- Routine Trip Permission
- Swimming Form
- Hopes and Dreams
- Income Verification Statement

**These forms must be completed and returned to the Center two weeks before the first day of attendance!**
**Enrollment of Siblings**
Priority is given to the siblings of children who are enrolled at the Center. In case there are more siblings on the waitlist than available openings, priority is given to siblings who will be enrolled concurrently with the sibling for at least 2 semesters.

**Parent Rosters**
Names and telephone numbers of parents who wish to be included on a parent roster are available from the Administrative Assistant. The roster may be shared with parents of children in the classroom, who have given written permission. In accordance with state licensing guidelines, child names do NOT appear on the roster.

**Tuition and Fees**
The Child Development Center operates on a sliding fee scale. Both the sliding fee scale and income verification are updated every two years, on even years. Unless otherwise indicated, we assume that a child will be enrolled for the entire year.

- Fee Payments must be made the first of each month. Checks should be made payable to Ohio University Child Development Center or OU CDC. Tuition should be placed in the box outside the director’s office (Room 108). Automatic checks can be setup to send from your bank. Parents are required to pay the full payment each month even if they go on vacation, their child is sick or the Center closes due to weather or other unforeseen circumstances.

- Withdrawals: Parents wishing to withdraw their child(ren) may do so at any time. A 30 day written notice is requested to allow enough time to fill the vacant spot. If sufficient notice is not given, there will be a charge for the additional month.

**Late Policy**
Parents should have all their children in their care no later than 5:30 p.m. If parents are late, please inform the Master Teacher or Center of your anticipated arrival time. The late fee will be billed as follows per child:
- First instance: $10.00 per quarter hour or any part thereof
- Second instance: $15.00 per quarter hour or any part thereof
- Third instance: $20.00 per quarter hour or any part thereof

This policy is designed to deter late pickups; therefore, after three offenses the parent will be required to meet with the Director to discuss possible solutions to the problem.

**CDC Building Access**
CDC families will be eligible to obtain two OU ID Cards to access the building, Monday through Friday, 7:30am to 5:30pm, when the program is in session. Please see the Administrative Assistant for information on how to obtain a card or to activate your card.
Daily Arrival and Departure Policies

According to ODJFS licensing, parents MUST supervise their child(ren) and be within sight and sound of them at all times. Children are not permitted to open the exit doors. Doors must be opened by a supervising adult. If a family has special needs, staff will consult with the family to help as needed. Master Teachers monitor attendance on classroom tracking sheets throughout the day as children arrive and depart. Please be aware that Master Teachers are more than willing to check in with you each day as you drop off and pick up your child. If a longer conversation is needed, please set up a time to talk in advance, so classroom supervision can be maintained.

Arrival of Children
Upon arrival each morning, parents are asked to:
● remove the child’s outside clothing and place it in the child’s locker
● wash their hands and supervise the washing of their child’s hands in classroom
● give special messages, medications, special pick-up notes, etc. to the Master Teacher
● make staff aware of child’s presence before leaving

We ask all parents to call if their child is not coming to school. Master Teachers will call the parent or guardian if their child is not at school by 9:30 am.

Departure of Children
At the end of each day, parents are asked to:
● check in with your child’s Professional Intern or Master Teacher before taking them from the classroom
● check locker for items to go home or items that need restocked

Children arriving from/departing to another programs
Parents need to provide the CDC with a calendar of the other program. If a child is scheduled to arrive and does not, we will contact the parent to confirm that the child is scheduled to be at the center that day and determine if further action is needed. If the child is departing to another program and is absent, parents need to contact both programs.

Release of Children from the Center
Staff will release children only to persons indicated on the release form provided by the parent. If an emergency arises the parent must provide a written, signed note giving the person permission to pick-up their child. Staff will check ID’s of anyone they do not recognize. Please let the designated individual know this ahead of time. The children’s safety is a priority!

Staff will not release children to anyone who appears to be under the influence of drugs or alcohol. Emergency contacts will be called to transport the child home. Police will be notified if necessary.

Custody Agreements
If there are custody issues involving a child, parents must provide the Directors with court papers indicating who has permission to pick up the child and custody/visitation arrangements. The Center may not deny a parent access to her/his child without proper legal documentation.

Transitioning to School
When a child is enrolled in the Center, Master Teachers will work with the parents to develop a transition plan. We believe transitioning a child slowly to a new setting is beneficial to the entire family. It is understood that some parents are able to be more flexible with transition time than others. Every effort will be made to work closely with parents to make this time easy for everyone involved.
The Infant Program

The infant classrooms each serve 8 children between the ages of six weeks and 18 months. The program stresses the importance of meeting social and emotional needs of infants and young toddlers, as well as the need for an enriched environment. Experiences are provided to enhance children’s cognitive, sensory, motor and language development. The program is highly individualized and activities are based on the developmental needs of the children in the room. Two Master Teachers and Professional Interns staff these classrooms. Individual child schedules are followed throughout the day.

Sample Infant Daily Schedule

(Individual feeding and napping schedules are followed throughout the day.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30 – 8:30</td>
<td>Flexible Arrival / Free Play</td>
</tr>
<tr>
<td>8:30 – 9:15</td>
<td>Snack</td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Diaper Check</td>
</tr>
<tr>
<td>9:45 – 10:15</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>Outside Play / Gross Motor Room</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Diaper Check</td>
</tr>
<tr>
<td>12:00 – 12:30</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>12:30 – 1:30</td>
<td>Outside Play / Gross Motor Room</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>Diaper Check</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>Snack</td>
</tr>
<tr>
<td>2:30 – 3:15</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>3:15 – 3:45</td>
<td>Diaper Check</td>
</tr>
<tr>
<td>3:45 - 4:30</td>
<td>Small Group Time</td>
</tr>
<tr>
<td>4:30 – 5:30</td>
<td>Outside Play / Gross Motor Room / Diaper Check</td>
</tr>
</tbody>
</table>

Infant Care Policies

Infants and parents of infants at the Child Development Center are supported in their child’s classrooms in the following ways:

- Parents are the experts on their child(ren). Parents are encouraged to share their expertise with the teacher.
- Children eat and sleep on their own schedules. Nursing mothers are welcome at any time.
- Unless ordered by a physician via the appropriate form, infants are placed on their backs to sleep.
- Pillows, comforters, sheepskins, stuffed toys and other soft items are not permitted in the crib of an infant less than twelve months old.
- If light blankets are used, they are tucked in at the bottom and reach only the infant’s chest.
- Infants head must be uncovered during nap.
- Children are held when they are given their bottles. They do not carry bottles or cups in the classroom and bottles are not permitted in cribs.
- Children are offered solids when the family and Master Teachers decide they are ready.
- Items that the child places in their mouth are sanitized as needed.
- Once a child turns one, they are encouraged to brush their teeth with support.
The Toddler & Twos Program

The toddler classrooms each serve 12 children between the ages of 18 months and three years. The program offers children experiences which emphasize emotional and social development as well as the development of cognitive, language, physical, sensory perception, spatial ability, creative expression, and self-awareness. Two Master Teachers and Professional Interns staff these classrooms.

Sample Toddler/Twos Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:30</td>
<td>Flexible Arrival / Free Play</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>Self-Initiated Snack / Diaper Check / Toileting Older Children</td>
</tr>
<tr>
<td>9:30 – 10:15</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>10:15 – 11:00</td>
<td>Outside Play / Gross Motor Room</td>
</tr>
<tr>
<td>10:45 – 11:00</td>
<td>Set-up for Lunch / Diaper Check</td>
</tr>
<tr>
<td>11:00 – 11:30</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30 – 12:00</td>
<td>Diaper Check / Toileting Children / Brushing Teeth and Song Time</td>
</tr>
<tr>
<td>12:00 – 2:30</td>
<td>Naptime</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Self-Initiated Snack / Diaper Check / Toileting</td>
</tr>
<tr>
<td>3:00 – 3:30</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>3:30 – 4:15</td>
<td>Outside Play / Gross Motor Room</td>
</tr>
<tr>
<td>4:15 – 5:00</td>
<td>Self-Selected Activities / Diaper Check / Toileting</td>
</tr>
<tr>
<td>5:00 – 5:30</td>
<td>Quiet Activities</td>
</tr>
</tbody>
</table>

Preschool Program - Threes, Fours, and Fives

The preschool classrooms each provide experiences for 17 to 18 children between the ages of three and five. Experiences are based on an understanding of the social, cognitive, emotional, and physical needs of the children in the program. Experiences in art, music, dramatic play, language arts, reading, blocks, science, and mathematics are offered daily. The children also have many opportunities to explore the outside environment and community. Two Master Teachers and Professional Interns staff each classroom.

Sample Preschool Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:30</td>
<td>Flexible Arrival / Free Play</td>
</tr>
<tr>
<td>8:30 – 9:30</td>
<td>Self-Serve Snack / Toileting</td>
</tr>
<tr>
<td>9:30 – 10:30</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>10:30 – 11:15</td>
<td>Outside Play / Gross Motor Room</td>
</tr>
<tr>
<td>11:15 – 11:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:50 – 12:20</td>
<td>Brushing Teeth / Toileting / Book time</td>
</tr>
<tr>
<td>12:20 – 2:00</td>
<td>Rest Time</td>
</tr>
<tr>
<td>2:00 – 2:30</td>
<td>Toileting</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Self-Serve Snack</td>
</tr>
<tr>
<td>3:00 – 3:45</td>
<td>Outside Play / Gross Motor Room</td>
</tr>
<tr>
<td>3:45 – 4:45</td>
<td>Teacher Facilitated Small and Whole Group Activities</td>
</tr>
<tr>
<td>4:45 – 5:30</td>
<td>Quiet Activities</td>
</tr>
</tbody>
</table>
Daily Communication
Master Teachers value parent input. Sharing information with us is vital to your child’s successful day at school. Master Teachers and Professional Interns will provide a daily information sheet to all families of infants and toddlers (preschool by request). The information sheet may include activities, relationships, sleeping and eating behaviors.

Incident Reports
Incident reports are completed when a child is involved in an accident or involved in an injury to another individual. The Master Teacher or Professional Intern will complete the form and both the director and a parent will sign the form. A copy of the completed form will be given to a parent and a copy will be placed in the office files.

What to Bring and Wear
Children in the program are very active. It is recommended that parents:
1. Provide clothing that is comfortable, washable, and suitable for daily activities, including outdoor play.
2. Clearly label all items worn or brought to the Center with the child’s name.
3. Provide two complete changes of clothing, including underwear and socks and an extra pair of shoes. Extra clothing will remain at the Center. Boots, sweaters, hats, gloves, swimsuit, towel, watershoes, etc will also be requested during the appropriate season.

Parents must check their child’s locker each day to make sure they have enough clothing for the next day and to take home any dirty items. Please refer to the Appendix C for a checklist of items to bring.

Toys From Home
Children do not need to bring items from home; the Center has many materials for all children to use. Master Teachers discourage families from bringing toys from home but understand that sometimes they are used as a transition strategy. When this happens, children will be guided to put toys from home in their locker during the morning activity time.

Outdoor Play
Research has shown that children stay healthier when they participate in daily outdoor play. Based on this information and state requirements, outdoor play is included in the program on a daily basis. According to licensing rules, when the temperature (wind chill and heat index factored in) drops below 25 degrees or rises above 90 degrees, children are not permitted to go outside.
Morning Snack
The Center provides all children in attendance by 9:30 am with a nutritious morning snack that consists of milk, a grain and a fruit. Menus are posted on the parent information board.

Lunch and Afternoon Snack
Parents are required to pack their child’s lunch and afternoon snack in a small cooler or insulated lunch bag labeled with the child’s name.*Meals from home must follow the State Choking Hazards and Food preparation guidelines provided as an Appendix E at the end of the handbook.* Parents also need to follow the nutritional guidelines as established by the State of Ohio licensing regulations outlined in Appendix D. Please be sure that the items contained in your child’s lunch do not need to be heated. (You can send a thermos to keep foods hot). The lunches will be stored in your child’s locker or a basket in the classroom. Please be sure to include ice packs if needed.

Lunch must contain one serving of a protein, a grain and two servings from the fruit/vegetable group.

Afternoon snack must contain one serving of a protein, grain, vegetable or fruit.

Milk for lunch and afternoon snack will be provided by the Center.

Samples from each food group:

- **Protein**: meat, cheese, tofu, beans, yogurt or protein substitute - nut free classrooms
- **Grain**: bread, pita, bun, rice, pasta, crackers, muffins (cookies, cakes, pastries do not count)
- **Fruit**: apples, oranges, strawberries, bananas, sliced grapes or blueberries, etc.
- **Vegetable**: cucumbers, carrot sticks, green pepper strips, sliced cherry tomatoes, etc.

Special Diets
Parents may bring in special milk (soy, organic, etc.) for their child. Once parents have completed the ODJFS form 01027, this milk must be labeled with the child’s name, placed in the classroom refrigerator on Mondays, and taken home on Fridays. In cases of special diets where an entire food group needs to be eliminated, the ODJFS form 01217, request for a modified diet, must be completed and signed by a licensed physician.

In cases of food allergies the parent should notify the teacher and complete OD JFS form 01236, child medical / physical care plan, which provides a more detailed description of specific conditions and necessary procedures to be followed.
Parent Conferences
The Master Teachers offer parent conferences twice per year, as required by state licensing regulations; however, additional conferences may be scheduled as questions or concerns arise. Home visits can also be arranged. Conferences are a time when the parents and staff meet to discuss progress, set goals, and talk about any concerns. Before each conference, *The Brigance Early Childhood Screen* is completed to assess the development of the child. Master Teachers will share the results and may also share writing samples, artwork or other artifacts that reflect the developmental age of the child. The bi-annual conference will be documented for the child’s confidential file and a copy given to parents. Professional Interns may help with the collection of materials and may sit in on the parent conference with parent approval.

Transitional to a new classroom
Each Fall, children transition to new classroom, if age eligible. Master Teachers and Directors, with input from parents, work together to decide when it is time to move a child to the next age group. During transition to a new classroom, children visit with one of the current Master Teachers in the new classroom. They may spend a few hours in the new classroom at first and slowly work up to spending more of the day. Transition usually takes place during the Summer Session.

Behavior Management and Discipline Policy
The goal of discipline should be to help children develop self-control and appropriate social skills such as cooperating, helping, negotiating, and talking with others involved to solve problems. We encourage this by:

1. Setting clear and realistic limits for children based on their individual and developmental needs.
2. Reinforcing appropriate behavior.
3. Encouraging controlling their own behavior, cooperating with others and solving problems by talking.
4. Planning an environment which is developmentally appropriate and encourages children to develop responsibility and independence within developmentally appropriate limits; and
5. Using positive guidance techniques such as modeling appropriate behavior and redirecting children to another activity.

Teachers intervene when needed, as quickly as possible, to ensure the safety of all children.

In accordance with the 5101:2-12-22 of the Ohio Revised Code the following approaches to child discipline are not used in our Center by any individual:

- Abuse, endanger or neglect children
- Utilize cruel, harsh, unusual, or extreme techniques
- Utilize any form of corporal punishment
- Delegate children to manage or discipline other children
- Use physical restraints on a child
- Restrain a child by any means other than holding children for a short period of time, such as in a protective hug, so that the child can regain control
- Place children in a locked room or confine children in any enclosed area
- Confine children to equipment such as cribs or high chairs
- Humiliate, threaten or frighten children
- Subject children to profane language or verbal abuse
- Make derogatory or sarcastic remarks about children or their families
- Punish children for failure to eat or sleep or for toileting accidents
- Withhold food (including snacks or treats)
- Punish an entire group of children due to the unacceptable behavior of one or a few in the group
- Isolate and restrict children from all activities for an extended period of time
Assessments of Children

Children are observed in their natural classroom environment on a daily basis and in a way that is sensitive to children’s family and cultural background. Observations of the children are used to plan curriculum and to assess whether the children are meeting developmental milestones. The Master Teachers use a valid, norm and criterion referenced developmental assessment, *The Brigance Early Childhood Screen*, to assess all children. Parents are encouraged to review the results and offer suggestions to teachers to further their child’s development.

At times, Master Teachers or parents of a child may have concerns about the child due to cognitive, emotional, behavioral or social development. When this occurs, the Master Teachers observe the child more closely, document what they see and then talk to the parents and Directors about the concerns. Types of observations may include: anecdotal notes, running records, time sampling, rating scale or additional observation techniques. If the teachers and administration feel it is appropriate, the teacher will set up a meeting with the parents of the child to address the concerns. During this time the parents and staff will decide how to move forward. With parent permission, a specialist may be called in from Athens County Help Me Grow program (children ages birth to three) or Athens City Schools (children ages three to five) or from the child’s home school district to do observations or other forms of assessment. Staff will work with the specialist involved to best meet the needs of that child. If, after all possible resources and interventions have been utilized, it is determined by the Director and Master Teachers that the child’s needs cannot be appropriately met by the program or if the child’s behavior continues to present a safety risk to himself/herself, other children or the Center staff, the child will be un-enrolled from the Center.

Field Trip Safety and Supervision

A Master Teacher trained in First Aid and a first aid kit will accompany children on all field trips. For all trips other than routine walking trips, a special permission slip will be utilized and all children will wear name tags which include the Center’s name, address, and phone number.

The Master Teacher must take a face to written name headcount for all of the children on field trips. They must do this before they leave the Center, when they arrive, depart and return to the Center. They are to keep the classroom list with them at all times along with medical information forms, emergency medical release forms, a cell phone and first aid kit. In case of emergency, a staff member will secure the area and call 911. The children are to be supervised at all times.

Supervision of Swimming

Swimming refers to the use of wading pools on the Center’s playgrounds. All children who have permission will be supervised by two Master Teachers or Professional Interns at all times. At least one staff member is always within arm’s reach of infants and toddlers in wading pools. Wading pools contain water no more than one feet deep and are emptied daily. In case of an emergency a staff member will secure the area and call for help as needed. All parents or guardians must sign the “children’s swimming permission form” in order for their child to participate in swimming activities.
FAMILY INFORMATION

Families are an integral part of the Center and welcome to participate in many ways. They should feel free to visit, spend time with their child and/or share their knowledge and skills. Below is a list of some ways to be involved.

Parent Advisory Board

A Parent Advisory Board (PAB) is a voice for all families of children at the Center. The PAB is formed annually, and includes two representatives from each classroom, two Master Teachers and the Directors. Officers are elected annually for the following year. The PAB coordinates and sponsors events like the Garden Party, Winter Party, Summer Pool Party, Spring Potluck. Each year, it holds fundraisers to help pay for these events and to purchase special materials for the classrooms. The Kroger Rewards Program is one ongoing fundraiser.

Center Events

Center Orientation: Upon acceptance into the Center, an orientation will be scheduled to discuss the Center’s philosophy and policies. Families will be introduced to the child’s Master Teachers. Children are encouraged to visit the classroom prior to starting, if accompanied by a parent.

Back to School Night: A back to school night is held each Fall to allow Master Teachers and parents to get acquainted, discuss guidelines of the classroom, and select parent representatives to the Parent Advisory Board.

Sing Along: Each December, before Winter Break, the whole Center meets in the MPR to sing songs that each classroom selects as favorites. Families are encouraged to join us and sing along!

Classroom Spring Event: The Spring Classroom Event is informal and allows information to be shared between Master Teachers, Professional Interns and families about curriculum, philosophy, educational goals, classroom projects and children’s interests, etc. Parents are encouraged to attend.
Opportunities for Family Involvement

**Garden Party and Work Days:** The garden is a year round experience. Families are encouraged to be part of this experience by volunteering at the annual Garden Work Days, attending the Annual Garden Party and in any other way desired. Please contact your Master Teachers, the Director or Assistant Director if you are interested.

**Magical Moments:** Magical Moments are short presentations or experiences offered by families, the University or community members. Each semester, we strive to provide children with extra experiences that we are unable to provide on a daily basis at the Center. Some of these experiences might be related to music, art, dance, magic, etc. If a parent has a special talent or knows someone that does, we would encourage them to share the talent with children of the Center as part of the Magical Moment series. Please contact your Master Teachers, the Director or Assistant Director if you are interested.

**Birthday Celebrations:** Parents who would like to provide a snack for birthday celebrations should consult with the Master Teacher in their child’s classroom. Families may bring in fruit or vegetables to share. **Please no cupcakes or cakes.** If you are planning a celebration for your child outside of the Center, please distribute party invitations through the mail or by contacting children and their parents outside of the Center. We discourage the distribution of party invitations through the Center unless the entire class is invited.

**Parent Education:** Ongoing parent education is available through discussion with the Master Teachers, Parent Advisory Board Meetings, semester classroom meetings and other session or meetings as deemed appropriate.

Parent Feedback and Concerns

**Parent Evaluation of the Center:** Parents are encouraged to provide feedback regarding the Center’s program to the Master Teachers or Directors. Each Spring, parents are given the opportunity to complete a 24 question NAEYC Family Survey to help the Center maintain our NAEYC Accreditation.

**Procedure for Discussing Parental Concerns:** Depending on the concern, parents should first address Master Teachers in the classroom by requesting a conference with them. If needed, parents can set up an appointment with the directors by stopping in, calling 740-593-1819 or emailing frasure@ohio.edu or mazzeo@ohio.edu. We take all concerns very seriously and will work to resolve them.

CDC Merchandise

**Get your CDC Gear:** Shop at the OU CDC Affinity store: http://bobcatstore.ohioalumni.org/child-development-center/
HEALTH AND SAFETY INFORMATION

Cleanliness and Handwashing
The Center provides children with a clean and healthy environment. Teachers sanitize the classroom and the materials children use on a daily, weekly and monthly basis depending on the age of the children. Infants and toddlers mouth materials more frequently than older children, therefore, those toys are sanitized daily.

To combat illness, everyone (adults and children) must wash their hands for at least ten seconds:
- when entering the classroom or entering a different classroom
- before and after changing diapers or using the toilet
- after wiping a nose
- before eating or setting up for meals
- after handling pets
- after cleaning and when dirty
- before/after playing in the water table
- before and after administering medication

Adults also wear gloves when handling bodily fluids or changing diapers. Hand sanitizer is available at the entrance of each classroom and also on the playgrounds for adult use when a sink is not readily accessible.

Storing of Cleaning Supplies
Toxic materials are stored in locked cabinets or out of reach of children. Spray aerosols shall not be used at any time when children are present in the Center.

Management of Communicable Diseases
The Center’s Health and Accident Policy abides by Chapter 5104 of the Ohio Revised Code, Ohio Department of Job and Family Service Child Care Licensing Rules.

Master Teachers will assess children when they arrive at the Center each day to see if that are healthy enough to enter the classroom. All staff are trained in First Aid and CPR every two years. In addition, a staff member trained in Communicable Disease is always on site. The Communicable Disease chart is located in room 104 on the door of the closet.

Staff who are ill are asked to leave the Center and a substitute is called or a Professional Intern will take over for the remainder of the day.

Notices are posted at the entrance of each classroom concerning communicable diseases to which the children have been exposed. If a child is exposed to a communicable disease outside the Center, parents are requested to please notify the classroom teachers.

It is a reality that children become ill from time to time. If this is a child’s first time in group care, it is possible that she/he may experience more frequent illnesses at the beginning of his/her time at the Center. Most children develop a stronger immune system the longer they are in group care and then become sick less often.

Mildly Ill Children
Children experiencing minor common cold symptoms are not excluded from the Center. Children who may not feel well, but do not exhibit any of the specified symptoms will be monitored but not excluded from the Center.

All children in attendance are included in outside activity time each day. If a child is not well enough to go outside, the parent may choose to keep the child home or arrange to be with his/her child while the other children are outside.
Parents should keep their child home if the child has any of the following:

- Fever – temperature over 100 degrees Fahrenheit taken by auxiliary method (under the arm);
- Undiagnosed skin rash other than localized diaper rash;
- Earache, sore throat, frequent cough, red or watery eyes, excessive nasal discharge, yellowish skin or eyes, or evidence of lice or nits.
- Diarrhea or vomiting.

Children must be picked up within 30 minutes by their parents or emergency contacts in the following cases:

- **Evidence of diarrhea** – Diarrhea is defined as more than one abnormally loose bowel movement in a 24-hour period. Diarrhea is potentially contagious and requires children to be isolated from the group and removed from the Center until 24 hours after the last incidence.
- **Vomiting** – After a single incidence of vomiting, the child must be removed from the Center for at least 24 hours after the last incidence.
- **Fever** – A child may not be in the Center with a fever over 100° Fahrenheit (taken by auxiliary method) or while on a fever reducer. The child may not be in the Center until 24-hours after the fever has subsided without the help of a fever reducer. (To identify a fever, the child’s temperature will be taken twice within a half hour.)
- **Strep Throat, Bronchitis, and Conjunctivitis (pink eye)** – Children diagnosed with any of these conditions may return to the Center after being on an antibiotic for 24-hours.
- **Severe Coughing, difficult or rapid breathing** - If a child has a cough that causes them to become red or blue in the face, makes a whooping sound or is having trouble breathing, the parent will be asked to have them evaluated by a physician.
- **Presence of lice or nits** - Please keep your child at home until nit and lice free.
- **Ticks** - Parents will be notified if a child has a tick attached. They will be asked to come to school to remove the tick as soon as possible.
- **Other conditions that may require parents to pick up and have their child evaluated by a physician include:**
  - Rashes or untreated infected skin patch(es)
  - Yellowish skin or eyes
  - Stiff neck
  - Unusually dark urine and/or gray or white stool
  - Sore throat or difficulty swallowing

**Supervision of Sick Child**

When a child is ill, the parent is contacted and the child will be isolated from other children and supervised by a CDC staff member or Professional Intern, until the parent or emergency contact arrives.

The parent (or emergency contact) who is notified must pick up their child within 30 minutes. It is important that we have accurate telephone numbers in order to contact parents in case of injury or illness. Please inform Master Teachers and the Administrative Assistant when changes need made.

We ask all parents to sign an Emergency Transportation Authorization for each child in case of serious accident or illness. All health and safety information is kept confidential in the child’s file in the front lobby. The Director, Assistant Director, teaching staff and regulatory authorities are the only people who have access to the child’s files.
Medication
No medication, vitamins, or special diets are administered unless instructions to do so are written, signed, and dated by a licensed physician and prescribed for a specific child. Administration of Medication forms, ODJFS 01217, are available to be picked up at the front desk. Prescription medication must have an original label with the child’s full name, current date (within last 12 months), the exact dosage to be given and means of administration.

When administering medication, food supplements, modified diets, the Center shall:

- Assure the medication, food supplement, or modified diet is not administered for any period of time beyond the date indicated by the physician, or past twelve months whichever comes first. All administration or application of medication will be documented on a medication form that has been filled out by the parent and signed. All staff will adhere to the dosages prescribed by the medical professional.
- Only Master Teachers or the Directors can give prescription medication to children.
- All medication will be kept in a locked cabinet or stored in the refrigerator (in a separate container) out of children’s reach as required by ODJFS rules.
- Completed medication forms will be kept confidential in the child’s file in the lobby.
- Master Teachers are aware of all children in their class who use inhalers and Epi Pens and are trained to use them. These items are kept in First Aid Backpacks in a locked closet or out of reach of children and taken on all walking trips.
- All medications are sent home when they are out of date.

Sunscreen/Diaper Ointment: Non-prescription topical products or lotions will be administered under the following conditions:

- Parents/guardians must complete and sign a medication form which will be valid for 12 months.
- Center staff and OU students will follow manufacturer’s guidelines.

Aspirin and Tylenol should not be given to a child before arriving at the Center. Aspirin and Tylenol inhibits a fever from occurring allowing a sick child to infect the rest of the class.

Allergies
All families whose child has an allergy should fill out the Child Care Plan for Health or Medical Conditions form, ODJFS 01236. The staff will be notified of the allergy and precautions will be made for that child. The child’s form will be placed in a special notebook called “Medical Conditions & Medication Administration Forms,” kept at the front desk.

Smoking
As of 8/1/2015, Ohio University became a smoke free campus. No tobacco products of any kind may be used anywhere on University Property, which includes in and around the CDC.

Heavy Smog or Air Pollution
Children will be kept inside if there is a heavy smog or air pollution alert by the County Health Department. Children will return outside once the alert has been lifted.

Safety Policy
The Center works to maintain a safe environment for all children. Children are never left alone. They are supervised by sight and sound at all times. At least one Master Teacher or Professional Intern is present in each classroom when children arrive and depart. A phone is located in each room allowing immediate access to call for help in case of emergencies. Parents must bring their child(ren) into the classroom and make the Master Teacher or Professional Interns aware of their presence. Also, parents must check in with a Master Teacher or Professional Intern when picking up a child for departure. Children cannot be released to individuals younger than 16 years of age.
Child Abuse Policy
Staff trained in Child Abuse Recognition and Prevention are on the Center’s premises at all times.

If a staff member suspects that a child has been abused or neglected, he/she will notify the Director or Assistant Director. The staff member will then contact Athens County Children’s Services. Staff who report suspicions of child abuse or neglect are immune from discharge, retaliation or other disciplinary action.

If a staff person is accused of abuse or neglect, Ohio University Human Resources, OU Legal Affairs and Athens County Children’s Services would be contacted. The accused person would be put on administrative leave pending investigation.

Disaster Preparedness and Emergency Evacuation Plan
Fire Drills are conducted monthly, Tornado Drills are completed monthly between March and September and Safe School Drills are completed quarterly. These drills ensure that the children and staff are prepared in case of emergency. Written instructions regarding all drills are posted in each classroom and are available upon request.

In case there was an environmental emergency or disaster at Ohio University, the Child Development Center or in Athens, all classrooms would follow the emergency procedures posted in their classroom. If leaving the classroom, staff would take their cell phone, attendance sheets, and the first aid backpack (containing child photos, the emergency transportation forms, medications, and first aid supplies.) Staff would administer basic first aid as needed. EMS would be contacted as needed. Staff will not transport children in personal vehicles. Ohio University Police and Athens City Police and/or Fire protection would be alerted to the situation. Incident reports would be given to parents within 48 hours.

If the Director or Assistant Director are not in the building when the emergency happens, a designated person would be alerted to take authority (a note would be placed on the Director and/or Assistant Director’s door to say who is in-charge while they are out of the building and the person in-charge would be alerted of their duties).

Serious Injury
In case of serious illness or accident, if the parent cannot be reached, the Director will contact the doctor noted on the Emergency Medical Release.

If the doctor cannot be reached, or immediate intervention is necessary, Emergency Medical Services will be contacted. Emergency Medical Services will transport the child to the Emergency Room at the nearest hospital if necessary, and the child’s Master Teacher will accompany him or her and remain there until the parent arrives. The Director will continue to try to contact the parents.

Lost or Missing Child
If a child is lost or missing child from the Child Development Center, the child’s Master Teacher would alert the Director and/or the Assistant Director to begin a search. The Director or Assistant Director would call all classrooms to try to locate the lost child, then search all other areas in the Center (ie. bathrooms, Multi-purpose room, gross motor room) and then playgrounds and around the building. If the child could not be located, the parents of the missing child, Ohio University Police, Athens City Police and Ohio Department of Job and Family Services would be called. Staff would be ready with a picture of the child and other emergency information.

Once the child is located a written report would be completed and an investigation would begin. The individual responsible may be put on administrative leave pending an investigation. An incident report would be written and faxed to the ODJFS. The responsible person, the parent and the Director would sign the report.
APPENDIX A

Information Required by the Ohio Administrative Code

The facility is licensed to operate legally by the Ohio Department of Job and Family Services. This license is posted in conspicuous place for review. CDC license is located in the lobby.

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

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

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

Rosters of the names and telephone numbers of the parents or guardians of the children attending the facility are available upon request. The parent roster will not include the name or telephone number of any parent who requests that his/her name or telephone number not be included.

The licensing inspection reports and complaint investigation reports, for the current licensing period, are posted in a conspicuous place in the facility for review.

The licensing record including compliance reports, complaint investigation reports, and evaluation forms from the building and fire departments are available for review upon request.

It is unlawful for the facility to discriminate in the enrollment of children upon the basis of race, color, religion, sex, or national origin or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, 42 U.S. C. 12101etseq.
APPENDIX B

Values and Principles of the Reggio Emilia Approach

Lella Gandini

What are the distinguishing features of the education of young children with regard to theory and practice that have made the Reggio Emilia approach so notable?

An examination of the features of this philosophy soon reveals that the educators have been serious readers of John Dewey, Jean Piaget, Lev Vygotsky, David Hawkins, Jerome Bruner, Howard Gardner, and other world-renowned scientists and philosophers. In fact, Reggio educators have continued to keep abreast of the latest research in child development and education in other countries. At the same time, though, they continue to formulate new interpretations and new hypotheses and ideas about learning and teaching through their daily observations and practice of learning along with children.

The image of the child. All children have preparedness, potential, curiosity; they have interest in relationship, in constructing their own learning, and in negotiating with everything the environment brings to them. Children should be considered as active citizens with rights, as contributing members, with their families, of their local community. Children with special rights (rather than using the term special needs) have precedence in becoming part of an infant/toddler center or a preschool.

Children's relationships and interactions within a system. Education has to focus on each child, not considered in isolation, but seen in relation with the family, with other children, with the teachers, with the environment of the school, with the community, and with the wider society. Each school is viewed as a system in which all these relationships, which are all interconnected and reciprocal, are activated and supported.

The role of parents. Parents are an essential component of the program—a competent and active part of their children's learning experience. They are not considered consumers but co-responsible partners. Their right to participation is expected and supported; it takes many forms and can help ensure the welfare of all children in the program.

The role of space: amiable schools. The infant/toddler centers and preschools convey many messages, of which the most immediate is: this is a place where adults have thought about the quality and the instructive power of space. The layout of physical space fosters encounters, communication, and relationships. Children learn a great deal in exchanges and negotiations with their peers; therefore teachers organize spaces that support the engagement of small groups.

Teachers and children as partners in learning. A strong image of the child has to correspond to a strong image of the teacher. Teachers are not considered protective babysitters, teaching basic skills to children but, rather, they are seen as learners along with the children. They are supported, valued for their experience and their ideas, and seen as researchers. Cooperation at all levels in the schools is the powerful mode of working that makes possible the achievement of the complex goals that Reggio educators have set for themselves.

Not a pre-set curriculum but a process of inviting and sustaining learning. Once teachers have prepared an environment rich in materials and possibilities, they observe and listen to the children in order to know how to proceed with their work. Teachers use the understanding they gain thereby to act as a resource for them. They ask questions and thus discover the children's ideas, hypotheses, and theories. They see learning not as a linear process but as a spiral progression and consider themselves to be partners in the process of learning. After observing children in action, they compare, discuss, and interpret together with other teachers their observations, recorded in different ways, to leave traces of what has been observed. They use their interpretations and discussions to make choices that they share with the children.
The power of documentation. Transcriptions of children's remarks and discussions, photographs of their activity, and representations of their thinking and learning are carefully studied. These documents have several functions. Most importantly, they help to determine the direction in which the work and experiences with the children will go. Once these documents are organized and displayed, they help to make parents aware of their children's experience and maintain their involvement. They make it possible for teachers to understand the children better and to evaluate the teachers' own work, thus promoting their professional growth; they make children aware that their effort is valued; and furthermore, they create an archive that traces the history of the school.

The many languages of children. Ateilerista and atelier. A teacher with a background in the visual arts works closely with the other teachers and the children in every preprimary school and visits the infant/toddler centers. This teacher, who works in a special workshop or studio known as an atelier, is called an atelierista. The atelier contains a great variety of tools and resource materials, along with records of past projects and experiences. What is done with materials and media is not regarded as art per se, because in the view of Reggio educators the children's use of many media is not a separate part of the curriculum but an inseparable, integral part of the whole cognitive/symbolic expression involved in the process of learning. Through time, the materials and work of the atelier has entered into all the classrooms through the setting up of "mini-ateliers," as teachers and atelierista learn to work in very connected ways.

Projects. Projects provide the narrative and structure to the children's and teachers' learning experiences. They are based on the strong conviction that learning by doing is of great importance and that to discuss in groups and to revisit ideas and experiences is essential to gain better understanding and to learn. Projects may start either from a chance event, an idea or a problem posed by one or more children, or an experience initiated directly by teachers. They can last from a few days to several months.

Educators in Reggio Emilia have no intention of suggesting that their program should be looked at as a model to be copied in other countries; rather, they consider their work as an educational experience that consists of reflection of theory, practice, and further careful reflection in a program that is continuously renewed and readjusted. Considering the enormous interest that educators show in the work done in the Reggio schools, they suggest that teachers and parents in each school, any school, anywhere, could in their own context reflect on these ideas, keeping in focus always the relationships and learning that are in process locally to examine needs and strengths, thus finding possible ways to construct change.

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All enrollment forms including medical form signed by your physician are due two weeks before your child starts. This allows us to check forms for licensing compliance, teachers to review materials, and First Aid Backpacks to be created with forms needed.

Checklist of items for all children on the first day of school:

<table>
<thead>
<tr>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch and Afternoon Snack / Baby Food / Formula or breast milk</td>
</tr>
<tr>
<td>Two changes of clothes marked with the child’s name</td>
</tr>
<tr>
<td>One extra pair of shoes</td>
</tr>
<tr>
<td>Rainboots (if walking)</td>
</tr>
<tr>
<td>Diapers and wipes (as needed)</td>
</tr>
<tr>
<td>Blanket for crib or cot</td>
</tr>
<tr>
<td>Toothbrush and toothpaste (if older than one)</td>
</tr>
<tr>
<td>Sunscreen and hat</td>
</tr>
<tr>
<td>Jacket, winter coat, sweater, snow boots, hat and gloves (depending on season)</td>
</tr>
<tr>
<td>Towel, swimsuit, water shoes &amp; swim diaper, if needed (for summer only)</td>
</tr>
<tr>
<td>Other items as requested by the teacher</td>
</tr>
</tbody>
</table>
### Choking Hazards (Appendix A 5101:2-12-21)

Approximately 66 to 77 children younger than 10 years of age die from choking on food each year in the United States. 10,000 Emergency department visits annually can be attributed to choking on food among children of ages 14 years and younger. 19% were caused by candy or gum.

- Choking is the fourth leading cause of accidental death in children under the age of 5.
- Children under age 5 are at greatest risk for choking injury and death.
- Toys, household items and foods can all be choking hazards.
- The most common cause of nonfatal choking in young children is food.
- At least one child dies from choking on food every five days in the U.S., and more than 10,000 children are taken to hospital emergency rooms each year for food-choking injuries.
- Hot dogs account for 17% of food-related choking deaths among children younger than 10 years of age.

### Food Preparation Requirements

#### Older Infants and Toddlers

Foods for older infants and young toddlers up to 24 months should be cut into one-quarter inch (¼”) cubes or the about the size of a pea. Foods for toddlers over 24 months should be cut into cubes no larger than one-half inch (½”).

Examples of foods that need this preparation are:

<table>
<thead>
<tr>
<th>Hot Dogs/Sausage</th>
<th>Strawberries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples/Pears</td>
<td>Grapes</td>
</tr>
<tr>
<td>Celery</td>
<td>Meat/Chicken</td>
</tr>
<tr>
<td>Beans</td>
<td>Cherries</td>
</tr>
<tr>
<td>Melons</td>
<td>Cheese</td>
</tr>
<tr>
<td>Cherry/grape</td>
<td>Carrots – cook until softened, then cut</td>
</tr>
</tbody>
</table>

- Peanut butter - spread peanut butter thinly on toast or crackers. Do not serve in large globs.
- Small, sticky or hard foods should not be served. Examples are:
  - Hard Candy-including: Skittles, M&Ms, Dried Fruits
  - Nuts, Gummy Candies
  - Popcorn, Gum or Gum Drops
  - Seeds, Chips

  Marshmallows and pieces of crusty bread or bagels become gummy in the mouth and get stuck in the throat. These should not be not be given to babies or toddlers.

#### Preschoolers (Ages 3 - 5)

Prevent choking by shredding or cutting meat into small pieces, no larger than one-half inch (½”) cubes.

- Cut cheese into thin slices or small one-half inch (¼”) pieces.
- Round foods like hot dogs and grapes should be cut in half lengthwise so the shape is no longer round.

- Cut cherry tomatoes, grapes and strawberries in half.
- Peanut butter - spread peanut butter thinly on toast, crackers, fruit or vegetables. Do not serve in large globs.
- Hard candy over ¼” in diameter and gum should not be provided to preschoolers in child care.
According to ODJFS licensing requirements, all children in attendance between 11:00 a.m. and 12:30 p.m. need to bring their lunch, which constitutes at least 1/3 of their recommended daily dietary allowances. The food prepared shall be in quantities reflecting the developmental stage of the child and the most current recommendations published by the U.S. Department of Agriculture, Washington D.C. Food preparation records are maintained by the Center.

### Lunch Ideas for Children

- Sunflower seed butter or Wow Butter as substitute for peanut butter
- Noodles or pasta with shredded cheese
- Beans and vegetables
- Hummus
- Pizza
- Cheese and crackers
- Bagel with cream cheese
- Quinoa and vegetables
- Beans and rice
- Tortilla roll up sandwich
- Shredded pork
- Breakfast for lunch
- Baked chicken
- Hard boiled egg
- Egg salad sandwich
- Tuna salad and crackers
- Tuna salad sandwich
- Quesadilla with cheese and veggies
- Thermos of soup
- Thermos of chili
- Yogurt and granola
- Oatmeal with chia seeds and fruit
- Dinner left overs
APPENDIX F

Ohio University Child Development Center
Review of Licensing Rules and Parent/Staff Policies and Procedures

I ___________________________ (please print) parent of _______________________________
have received and reviewed the parent handbook.

Please check that we have reviewed the following information:

➢ Mission Statement
  ○ Education of Children - Values and Philosophy - Emergent Curriculum
  ○ Professional Education of OU Students
  ○ Site for Research

➢ School Delays or Cancellations
➢ Child and Staff Ratios
➢ Enrollment Forms
➢ Late Policy
➢ Release of Children from the Center
➢ Meals and Snacks
➢ Discipline Policy

➢ Parent Involvement

➢ Health Policy
➢ Safety Policy
➢ Child Abuse Policy
➢ Serious Injury

Non-native speakers only
Do you need help in your native language while your child is at the Child Development Center? If so, what support do you desire?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

We will do our best to work with you to meet your needs in this area.

I was also made aware that the licensing rules are located in the staff workroom (104).

Name______________________________ Date____________________