



Parent Handbook

Revised August 2016



NORTH CAMPUS

1850 Davids Drive
Wilmington, OH 45177
1-800-628-7722, Ext. 4629

WELCOME
To Our Family

SSCC Patri-Tots



Learning Center

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MISSION

The Patri-Tots Learning Centers at Southern State Community College (SSCC) exist to provide students, faculty, staff, and community members in the southern Ohio area a nurturing and safe environment. An environment that addresses basic child care needs while facilitating age appropriate programming to prepare children for optimum learning, as well as provide SSCC education students a real world learning environment in which they can observe and contribute toward their own learning.



VISION

Through an environment designed to address the safety, comfort, and academic needs of the children enrolled, while also providing a learning lab for SSCC enrolled education students, the SSCC Patri-Tots Learning Centers are striving to be a model for other child care centers connected to an institution of higher education and competitive with other child care options in our community. In this endeavor, the Centers will be operating above minimum mandates and compliance standards, and will be working within guidelines of state quality rating systems that reward superior service, quality, and programming.







PHILOSOPHY

Based on sound early childhood theory and evidence based research, the SSCC Patri-Tots Learning Centers believe ...

- ❖ that all children are individuals who learn in their own way and at their own pace
- ❖ that all children should be valued and supported in their unique interests and needs
- ❖ that play is the most important process through which young children learn
- ❖ that children learn best through educational experiences that are developmentally appropriate
- ❖ that learning experiences enhance children's development as they grow socially, physically, emotionally and cognitively
- ❖ that parents are a vital part of the learning process
- ❖ in a collaborative approach to education
- ❖ children learn from each other as well as from role models
- ❖ a qualified, dedicated staff is critical to the development and maintenance of a quality early education program

PURPOSE AND OBJECTIVES/GOALS

1. The Patri-Tots Learning Center at Southern State Community College in Wilmington is a full-time Child Learning Center licensed to operate legally by the Ohio Department of Job and Family Services. The center is licensed for children aged eighteen months through five years of age. The license is displayed in our hallway. Recent licensing inspection reports and any substantiated complaint investigation reports for the past two years are posted on the bulletin board/wall beside the Administrator's Office for review. The Licensing Law and Administrative Rules governing child care are available upon request for your review in our classroom. 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. The center's licensing inspection reports for the past two years are also available for review on the Child Care in Ohio website: <http://jfs.ohio.gov/cdc/childcare.stm>. To report a suspected violation of licensing law or administrative rule, call the toll free number that is listed on the center's license (Revised Code Section 5101:2.12). It is unlawful for the Center to discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin or disability in violation of ADA Act of 1990, 104 Stat. 32, 42 U.S.C. 12101 et Seq.
2. We can have up to 14 children under the age of 2½ and up to 30 children over the age of 2½.
3. The purpose of the SSCC Patri-Tots Learning Center is to provide a facility for this community and our students that will enable children to participate in a developmentally appropriate program that consists of learning experiences that enhance children's development as they grow socially, physically, emotionally and cognitively.
4. The Administrator and all employees at the SSCC Patri-Tots Learning Center are required to report their suspicions of child abuse or neglect to the local public children's services agency. (Revised Code Section 2151.421)
5. Any parent, custodian or guardian of a child enrolled in either Center shall be permitted unlimited access to the Center during all hours of operation for the purposes of contacting their children, evaluating the care provided by the Center or evaluating the premises. Upon entering the premises, the parent, custodian or guardian shall notify the Administrator (or her designee) of his/her presence.
6. Contact information for parents/guardians of children attending the center is available upon receipt of a written request to the Administrator. The list will not include the contact information of any parent/guardian who requests the Administrator not to include his/her contact information on such list. The list shall only be given to parents or guardians of a child who attends the center and individuals associated with the center who request it for center related business.

7. The SSCC Patri-Tots Learning Center admits students of any race, religion, sex, color and national/ethnic origin to all activities made available to students at school.
8. The objectives of SSCC Patri-Tots Learning Center are to provide supervised and stimulating learning experiences for all ages of children in their care, with these specific goals in mind:
 -  Develop abilities through exploration and experimentation;
 -  Develop peer socialization through cooperative play with children of the same age group;
 -  Develop independence and a sense of responsibility;
 -  Develop intellectual capacities through a planned program appropriate to each group;
 -  Provide opportunities for the development and coordination of large and small muscles;
 -  Refresh educational skills through appropriate activities.



CHILD CARE FEE SCHEDULE (effective 03/01/2016)

The rate schedule is based on the child's age and the number of hours the child attends the Center each week. Use the following definitions for the scale:

Definitions:

- Part-time: 12.00 to 24.99 hours weekly
(children are required to attend a minimum of 12.00 hours *each week* in order to maintain enrollment)
- Full-time: 25.00-55.00 hours weekly
- Student Rate: This rate is reserved for part-time and full-time SSCC students who are actively enrolled during the time of service. Discount applies during the academic terms only. During breaks, students will pay the regular rate (*see College Student Class Schedule section for additional requirements*).
- Drop in: Emergency situations not to exceed two drops in a month. Space permitting. Must call in advance. This service is only available for *currently enrolled and regularly attending children*.

Rates:

<u>Category</u>	<u>Part-time</u>	<u>Full-time</u>	<u>Student PT</u>	<u>Student FT</u>
Toddlers (18 mos. to 3 yrs.)	\$108.00	\$ 140.00	\$ 97.20	\$ 126.00
Pre-School (3, 4, & 5 yrs.)	\$ 98.00	\$ 125.00	\$ 88.20	\$ 112.50
Emergency Drop	\$ 35.00 daily flat rate			

If the Center is closed for a holiday or due to inclement weather, parents will not be charged for that particular day. A credit will be calculated based on the number of hours that the child was scheduled to be in the Center on that particular day. (Note: This credit will not change a family's status of part-time or full-time).

Credits have been calculated by dividing the maximum number of hours for each age group by the weekly fee for that group. Essentially, this provides a basis for an hourly credit and is illustrated in the table below:

<u>Group</u>	<u>PT</u>	<u>FT</u>	<u>Student PT</u>	<u>Student FT</u>
Toddler	\$108/24.99=\$4.32	\$140/55 = \$2.55	\$97.20/24.99 = \$3.89	\$126/55 = \$2.29
Pre-School	\$ 98/24.99=\$3.92	\$125/55 = \$2.27	\$88.20/24.99 = \$3.53	\$112.50/55 = \$2.05

Please note that due to a variety of circumstances, it is not always possible to provide weekly invoices. However, all fees are still due as scheduled even if you do not receive an invoice or other reminder.

Miscellaneous:

- No refunds will be given.
- Only one type of discount can be applied per family.
- No credit will be given toward the SSCC employee discounted rate for any days closed due to inclement weather or holidays.
- Regardless of a child's part-time or full-time attendance status, parents must provide an accurate schedule of expected use. A child's space in the Center is reserved based on this schedule provided by the parent and other clients will use vacant time slots. Changing schedules can be accommodated with advance notice and *on a space available basis*. A new "Confirmation of Attendance" form must be completed, signed and returned to the Administrator each time a schedule changes.
- Absent days will be charged if the child misses on any day specified on the schedule and one day cannot be exchanged for another day of the week.
- Families can receive credit for only one week of vacation per school year (9/1-8/31). Such credit will not exceed the families' total charge(s) for one week of services. All vacation requests must be *scheduled in advance* and submitted *in writing* to the Site Administrator. Families that only attend during the summer months are not eligible for the vacation credit.
- Payment is required from all families on the Friday prior to the week services are rendered.
- Sibling discounts will be given for families with more than one child enrolled. A fifteen percent (15%) discount is extended to the oldest child enrolled. Special arrangements can be made for families with three or more children enrolled.
- Written notification of withdrawal must be provided to the Site Administrator at least one week before the child's last day. The family is responsible to pay for all services through the required withdrawal period whether the child attends the center or not. If no notice is given and the family discontinues use of the center, charges will continue to accrue until a "Withdrawal Form" is received by the Site Administrator.
- A late fee of \$1 per minute will be charged for each child that is picked up after closing time. This amount will be added to your account and is due within five (5) business days.
- Listed below are late payment policies:
 - No penalty if paid within one business day of due date.
 - 5% penalty if paid on the 2nd-4th business days after due date.

- 10% penalty if paid five or more business days after the due date.
 - Child may be withdrawn from the center when the account is 10 business days past due and may not return until the account is paid in full.
 - SSCC students with a past due balance will have their college accounts placed on registration and grade hold. The hold will only be released when the account has been paid in full.
 - In addition, past due accounts may be turned over to the Ohio Attorney General for collection, at which time additional fees and interest will be added. Once the account has been turned over to the OAG, all payments must be made through their office.
 - The Center will also notify the county office of the Department of Job and Family Services of any family that is behind in their required payments. This may affect the family's further eligibility for child care assistance. NOTE: Job and Family Services will not pay late fees. Therefore, families receiving assistance from JFS will be required to pay all penalties out of their own pocket.
- A child is required to attend a minimum of 12.00 hours each week in order to be eligible to enroll in the program. If a child's attendance falls below this minimum, exclusive of hours missed due to days the Center is closed, then the parent will be required to pay the appropriate part-time fee for that week. If attendance consistently falls below 12.00 hours/week, then the child can be withdrawn at the discretion of the Administrator.
 - For children who arrive at the Center by bus, or other method of transportation excluding family/friend: Parents are required to inform the Center if the child will not arrive via the usual method (i.e., will not get off the bus after school that day). If the Center has not been advised of a deviation in a child's arrival, and the child does not arrive as scheduled, the Center will call the parent to verify the child's whereabouts.

Registration Fee:

- A \$50 non-refundable registration fee will be collected September 1 of each year.
- New children enrolling September 1 - April 30: The full \$50 is due upon registration and every September 1 thereafter.
- New children enrolling May 1-June 30: \$25 is due upon registration. On September 1 of the same year, a full registration fee of \$50 is due for the upcoming year and again September 1 of each subsequent year.
- New children enrolling July 1 - August 31: The \$50 is due upon registration and then on September 1 of the following year and each year thereafter.
- "Summer only" registrants will be charged a \$25 registration fee.

COLLEGE STUDENT CLASS SCHEDULES

An official printed class schedule is required to be submitted with a child's registration paperwork and again prior to the beginning of each academic term that a child attends the Center. Also, students are required to provide an official printed class schedule at any time during an academic term that the Site Administrator requests one. Usually these are requested mid-term. All mid-term schedules are to be dated within 48 hours of the requested due date. Additionally, students are required to sign the consent form included in the registration packet that authorizes the Site Administrator to verify class schedules and attendance. This requirement applies to all students, not just those attending SSCC.

POLICY REGARDING FAMILIES APPLYING FOR CHILD CARE ASSISTANCE

For families who expect to receive state assistance with child care expenses:

1. Spots are assigned when all registration paperwork has been received and the full registration fee has been paid. The state does not cover any portion of the registration fee, so the child's family is responsible for the entire amount due. The registration fee is non-refundable.
2. In order to hold the assigned spot while the application is being processed, families shall provide the Site Administrator with a copy of the signed/dated receipt they received from the county JFS office which verifies they have turned in a child care application to be processed. A spot will only be held for 30 days from the date of the JFS receipt.
3. Children will not be allowed to begin attending until the Site Administrator has received written verification of the family's approved eligibility from the Ohio Department of Job and Family Services.
4. Once approved eligibility and parent co-payment (if any) has been determined, the family shall pay the first week's co-payment on the child's first day of attendance. All future co-pays shall follow the established payment policy outlined in the Parent Handbook, including the policies on penalties, withdrawals and collection efforts. (Payments are due Friday each week for the upcoming week's services.)
5. Families should coordinate with the Site Administrator if they need to set-up a payment plan that differs from the established policy.

POLICY REGARDING FAMILIES RECEIVING CHILD CARE ASSISTANCE

For families who are attending the center and who are receiving state assistance with child care expenses:

1. All co-payments must be made on time in accordance with established payment policies. (Payments are due Friday each week for the upcoming week's services.)
2. Upon receipt of their initial swipe cards, the family is required to activate the card(s) per state instructions. They are then required to coordinate with the Site Administrator on a time to back swipe all attendance information for days attended prior to receipt of the card. Initial "catch-up" back swipes **must** be completed within two weeks of a child's start date.
3. Families are required to assist the Site Administrator with the completion of any necessary paperwork, such as Manual Claims or Claims Adjustment forms, to help facilitate the state's payment for services rendered.
4. Families are required to swipe their child in and out every day. If they are unable to swipe due to unforeseen circumstances, they must back swipe the information the next time they are at the center. In any case, back swipes must be done within five school days of the missed swipe.
5. For families that have several people responsible for dropping and picking up the children, they must make arrangements to keep the attendance swipes maintained. This may involve having another person authorized and trained to use a swipe card.
6. If a family is more than five attendance days behind in back swipes, or has not completed required payment paperwork, they may be refused services until back swipes and/or paperwork are completed.

POLICY CONCERNING STUDY TIME

Children of families who are receiving assistance with child care expenses from ODJFS, are eligible to attend the center as long as there is space available in the respective classroom for the days and times needed. They are allowed to attend for the total number of authorized hours as determined by ODJFS relevant to their specific circumstances. As of this writing (and subject to change without notification), ODJFS is giving a little bit of leeway to providers so that they can work with families for additional hours of care that are within the families' Category of Authorization (i.e., part-time or full-time) range of hours. These additional hours are at the discretion of the provider and are not mandated.

In an effort to assist our families, we have decided to implement a study time allowance. Families are reminded that the state does not specifically pay for study time and that this study time allowance is specific to the Patri-Tots. So that we may serve as many families as possible and still be able to meet ratios and other state guidelines, we will impose the following criteria for this special allowance:

1. Families must submit a written request for study hours to the Site Administrator at least one week prior the date they wish to start using the hours. Site Administrator review and approval is required.
2. Families will be allowed a maximum of four additional hours each week. For JFS families authorized as part-time, this means that their total attendance time cannot go over 24.5 hours for the week. Families must choose from one of the two following options for these extra hours (based on availability):
 - a. Monday & Wednesday, 12:45-2:45 p.m.
 - OR
 - b. Tuesday & Thursday, 12:45-2:45 p.m.
3. The family member must remain on campus during these hours.
4. Children must be picked up on time or a late fee of \$1/minute will be charged.
5. If these extra hours are not utilized according to the conditions of this policy, the family will immediately forfeit their eligibility for this special allowance for the remainder of the term.

DAYS AND HOURS



The Center is open Monday through Friday from 7 a.m. to 6 p.m. The Center will be closed on the same holidays as the college, which includes: New Year's Day, Martin Luther King, Jr., Day, President's Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veteran's Day, day before Thanksgiving, Thanksgiving Day and the day after Thanksgiving. We are also for two weeks at the end of December for required trainings and to observe the Christmas and New Year's holidays. The Center will also close for two or three professional development days each year. We will provide annual and monthly calendars in order to keep families informed of upcoming closures.

In the event of bad weather during the winter, the Center will follow these hours:

- * If the College is closed, the Center will be closed. (Even if the radio/TV station does not specifically mention the Center, we will be closed if the college is closed.)
- * If the College is on a 2-hour delay, the Center will open at 9:00 a.m. **No breakfast will be served.**

Not only does this ensure the safety of you and your children, but also the safety of the teachers of the Center. If you have any questions, please see the Site Administrator. School closings due to weather will be announced on local radio and TV stations. As always, use your own judgment about coming in on bad days.

Families should register for SSCC Alerts at www.sccc.edu/students/alerts.shtml to receive closing and delay notices.

If the Center is open, but other schools in the area are closed or delayed (ex: county head start), the Center will supervise currently enrolled Patri-Tot children who attend the closed/delayed school for the entire day or extra hours as needed.

*Please note: The College receptionist desk is only open weekdays 8:00 a.m.-5:00 p.m. If you need to call the Center outside of these hours: call the regular number (800-628-7722) and when the recording begins, dial the appropriate extension number for the Wilmington Center: 4629 or 4626.

DAILY PROGRAM

- ⌚ Each class has a detailed schedule posted in the classroom.
- ⌚ The Center shall provide outdoor play each day in suitable weather for all children in attendance for four or more consecutive daylight hours. Limitations shall be placed on outdoor play due to temperature, humidity, wind chill, ozone levels, pollen count, lightening, rain or ice. Teachers plan indoor large muscle activities for the children in case of unsuitable weather conditions.
- ⌚ During morning and afternoon activity time slots, the children may be doing group creative learning with staff persons, puzzles, supervised outdoor play, art, music, blocks, inside exercise activities, dress-up centers, kitchen centers, science centers, math centers and/or story time.
- ⌚ The Center utilizes *The Creative Curriculum* in all classrooms to plan developmentally appropriate learning activities for the children. *The Creative Curriculum* is aligned with Ohio's Early Learning Development Standards (Birth-K Entry). Class lesson plans will reference specific domains or be coded with the objectives being covered.



SAMPLE Toddler Daily Schedule

7:00-7:45	Arrival/Quiet Activities
7:45-8:00	Restrooms/Diaper Changing
8:00-8:30	Breakfast
8:30-9:00	Free Play
9:00-9:15	Clean Up
9:15-9:45	Circle Time
9:45-10:00	Clean Up
10:00-10:30	Work Job/Project
10:30-11:00	Free Play
11:00-11:15	Restrooms/Diaper Changing
11:15-11:45	Lunch
11:45-12:15	Outdoor Play/Gross Motor Activities
12:15-12:30	Restrooms/Diaper Changing
12:30-2:45	Rest/Quiet Time
2:45-3:00	Restrooms/Diaper Changing
3:00-3:15	Snack
3:15-3:30	Free Play
3:30-4:00	Afternoon Activity
4:00-4:45	Outdoor Play/Gross Motor Activities
4:45-5:00	Restrooms/Diaper Changing
5:00-6:00	Free Play/Departure for Home

NOTE: Schedules may vary slightly due to weather, interest of the children and/or other circumstances.

SAMPLE Preschool Daily Schedule

7:00-7:45	Arrival/Quiet Activities
7:45-8:00	Restrooms/Hand Washing
8:00-8:30	Breakfast
8:30-9:00	Free Play
9:00-9:40	Outdoor Play/Gross Motor Activities
9:40-9:50	Restrooms & Hand Washing
9:50-10:15	Circle Time
10:15-11:00	Table Activities (Art/Work Jobs)
11:00-11:30	Outdoor Play/Gross Motor Activities
11:30-11:45	Restrooms & Hand Washing
11:45-12:15	Lunch
12:15-12:30	Books & Puzzles
12:30-12:45	Restrooms & Hand Washing
12:45-2:45	Rest/Quiet Time
2:45-3:00	Restrooms & Hand Washing
3:00-3:15	Snack
3:15-3:45	Table Activities
3:45-4:45	Outdoor Play/Gross Motor Activities
4:45-5:00	Restrooms & Hand Washing
5:00-6:00	Free Play/Departure for Home

SAMPLE Pre-K Daily Schedule

7:00-7:45	Arrival/Quiet Time
7:45-8:00	Restrooms & Hand Washing
8:00-8:30	Breakfast
8:30-8:45	Books & Puzzles
8:45-9:30	Outdoor Play/Gross Motor Activities
9:30-9:45	Restrooms & Hand Washing
9:45-10:15	Circle Time
10:15-10:25	Story Time
10:25-10:50	Table Activities
10:50-11:20	Centers (variety-daily rotation)
11:20-11:50	Outdoor Play/Gross Motor Activities
11:50-12:00	Restrooms & Hand Washing
12:00-12:30	Lunch
12:30-12:45	Books & Puzzles
12:45-1:00	Restrooms & Hand Washing
1:00-2:45	Rest/Quiet Time
2:45-3:00	Restrooms & Hand Washing
3:00-3:15	Snack
3:15-3:50	Afternoon Activity
3:50-4:20	Outdoor Play/Gross Motor Activities
4:20-4:30	Restrooms & Hand Washing
4:30-5:00	Finish Centers/Music Time
5:00-6:00	Free Play/Departure for Home

STAFF

Each member of the staff has been employed as a qualified and competent person to provide loving and understanding care for each child, in addition to meeting all the requirements of the State of Ohio. The staff is continually bettering itself through professional development trainings and evaluation mechanisms.

Staff members have been trained in recognition of communicable disease (including hand washing and disinfection procedures). They have been trained in first aid, CPR, and child abuse recognition and prevention by a registered nurse, a licensed physician, or the American Heart Association as required by the Ohio Child Care Licensing Laws. The staff members also have at least 15 professional development hours each year in child care/education related topics.

Occasionally, we employ federal work study students as aides. Know that these SSCC students have completed all of the same background checks and core requirements as all other center employees.

Also, we may periodically have student teachers (these are from SSCC's Early Childhood Education program), as well as vocational school job-shadowing students, working in the Patri-Tots Learning Center. Please be aware they are never left alone with your child.

SUPERVISION OF CHILDREN

There will be at least two responsible adults available on the premises when seven or more children are present. All children will be supervised at all times.

Although the Center may follow more strict ratios for its specific Step-Up-to-Quality rating, the following are the staff to child ratios required by licensing:

Toddlers: 18 months up to 3 year olds – One teacher to seven children (1:7) with a maximum limit of two teachers to 14 children (2:14).

Preschoolers: 3 year olds – One teacher to 12 children (1:12) with a maximum limit of two teachers to 24 children (2:24)

4 and 5 year olds – One teacher to 14 children (1:14) with a maximum limit of two teachers to 28 children (2:28).



Maximum group size limitations shall not be interpreted to apply during lunch times, rest time, outdoor play, or special occasions.

Details on Center processes to transition children into, within or out of the center is included in Appendix B.

CUSTODY ARRANGEMENTS

If there are special custody arrangements governing which parent/guardian is allowed to pick-up a child and when, a copy of such court-ordered custody arrangement must be on file at the Center in order for the Center to follow such order. If the correct paperwork is not on file, the Center is not responsible for releasing a child incorrectly.

PERSONAL BELONGINGS

Please write your child's name on each item brought in to and/or left at the Center. The Center is not responsible for lost/misplaced items. Your child will need:

1. One small pillow for naptime. The Center provides a blanket. The child may also bring **one soft quiet** toy for nap. (We ask that the children ***do not*** bring any other toys except on scheduled "Show and Tell" days.) Please note that due to limited storage space, the Center has naptime bags in which the children must keep all of their sleep items. Items that do not fit in the bag will be sent home.
2. Appropriate clothing for weather and seasonal activities:
 - ⚡ Weather permitting, every effort will be made to play outside at least once each day, but usually we go out 2-3 times daily.
 - * Children should have adequate outerwear, including mittens, hat and boots in winter.
 - ⚙ Children will need sunscreen for the summer. Also:
 - Flip-flops, sandals and Crocs are not permitted. For safety reasons, we require all children to wear fully-enclosed shoes to school every day. This will help prevent injury to the feet and toes, and will provide better footing on the indoor and outdoor play equipment.
 - Shorts must always be worn under skirts/dresses so that our "little ladies" can thoroughly enjoy their play time.
 - 💧 The children will be involved in many activities that may be a bit messy, such as painting, gardening, clay, etc. Washable, comfortable clothing is recommended daily.
3. An extra change of clothing for keeping at the Center in case of an emergency. This includes socks, underwear, shirt/top and pants/shorts. This applies to children of all ages. The child's name should be marked on the clothing and placed in their cubby. If your child needs to be changed and the child has no change of clothes at the Center, you may be called to pick up your child.
4. If your child requires diapers and wipes, please bring these items in and give to your child's teacher for proper storage. A \$1.00 per diaper fee will be charged to you if we need to use the Center's diapers. Remember, we will work on potty training as long as you are working at home too! NOTE: When a child reaches

the age of three, he will be moved to the Preschool room as long as he is fully potty-trained. If your child is not potty-trained by age three, you will need to make other arrangements for his care. Your child's registration will be temporarily suspended, for up to 30 days, for you to complete his potty-training. Once your child is potty-trained, he may return (as long as it is within the 30 days). After 30 days, you will need to call to see if a spot is available before he can return.

5. Please keep outfits SIMPLE and EASY, as we like to encourage the children to help themselves when going to the bathroom, etc.

PARENT RESPONSIBILITIES

1. Prior to a child's start date, a parent or guardian must make an appointment with the Administrator (or designee) to pickup the Parent Handbook and registration forms, take a tour of the center and receive a general orientation to the program.
2. All paperwork is to be filled out COMPLETELY and turned in on/before your child's first day. You must give the Center permission to transport your child, in the event of an emergency, on the "Health and Enrollment" form, or you will not be allowed to enroll your child at the Center. All records are to be updated on a regular basis.
3. Fees must be paid on time and given to the Site Administrator or placed in the lock box. We will be keeping a record of your account and we ask you to do the same.
4. You are to call the Center if your child will not attend due to illness or other reason. If we do not hear from you for ONE WEEK, you will lose your spot.
5. If your child is absent on a day he/she is scheduled to be at the Center, you will not receive any account credit for that day unless it was a vacation day that previously scheduled in writing with the Site Administrator.
6. For children who arrive at the Center by a method other than transportation by family/friend: Parents are required to inform the Center if the child will not arrive via the usual method. If the Center has not been advised of a deviation in a child's arrival, and the child does not arrive as scheduled, the Center will call the parent to verify the child's whereabouts.
7. Either a parent/guardian or other designee from the child's Pickup List "**MUST**" **SIGN-IN** and **SIGN-OUT** your child at the time of arrival and at the time of departure each day. This is for your child's protection and safety!! **We are required** to have the parent/guardian/designee sign a form of arrival and departure. All persons picking up a child must be at least 18 years of age.
8. You are responsible for your child until you have signed them in and delivered them to the teacher who is responsible for your child's group.
9. You are responsible for your child once you arrive at the Center and sign your child out. If you are detained and unable to supervise your child while still at the Center, please advise your child's teacher and return the child to the teacher for supervision until you are ready to leave.
10. A photo I.D. is **required** for anyone who is picking up your child and who is not readily recognized by the Patri-Tot staff on site. This applies to parents, grandparents, as well as any new individual that is picking up your child. Make sure that any person coming to get your child is aware of this policy. Please

- notify us in advance if a new person is coming and make sure the individual is on your child's pick-up list.
11. Please pick your child up on time as the Center closes at 6:00 p.m. If an emergency arises, **CALL** the Center and let them know you will be late. A late fee of \$1 per minute will be charged for each child that is picked up after closing time. This amount will be added to your account and is due within five (5) business days.
 12. If your school/work schedule changes and will affect your child's attendance, please let the Site Administrator know and complete any required paperwork as soon as possible.
 13. Please know the Center's meal times so you will know if you have to: feed your child before drop off, bring his lunch, or feed him after pick-up.
 14. All children's records are stored in a locked cabinet and are kept confidential. These records are destroyed one-year after your child is withdrawn from the Center.
 15. Please put your child's coat and any other personal items in his cubby. Also, check your child's mailbox for important items such as school-home correspondence, event notices, calendars, and your child's artwork.
 16. A child will not move from the Toddler room when he turns three years old unless he is fully potty-trained. Parents are encouraged to begin potty-training with their child as soon as the child shows any interest. We will work on potty-training at the Center as long as the parents are *actively* working on it at home as well.
 17. For children who are enrolled at a second school/facility: if they are not allowed to attend their other respective public/private school due to illness or suspension on a particular day, they are also not allowed to attend the Patri-Tots Learning Center on that particular day.
 18. While we encourage communication with the parents, we ask that the conversations are kept short so the teachers are not distracted from supervising the other children in the room. If you would like to have a more lengthy conversation with your child's teacher or the administrator, we encourage you to schedule an appointment.
 19. The Patri-Tots Learning Center has a "No Cell Phone" policy. This applies to parents, children and teachers. We kindly ask that you do not make or take any calls while in the Center and that you complete all calls before entering. This applies to text messaging from your phones as well. If you are observed on your phone, you will be asked to leave the center until you have finished your call.



INVOLUNTARY REMOVAL OF A CHILD

The Patri-Tots Learning Center reserves the right to remove a child from the center if, in the opinion of the Site Administrator, the child's presence may result in any of the following conditions:

1. Inability to ensure the proper safety and/or welfare of either the child or other children in the center.

2. Inability to provide adequate care and supervision for all children in the center.
3. Parents' or guardians' failure to provide payment for services or failure to make satisfactory payment arrangements.
4. Parents' or guardians' failure to provide information and/or documentation required by the Center and/or the State of Ohio.

At the discretion of the Site Administrator, using the criteria outlined above, a child's removal from the center may be on a temporary or permanent basis. If the removal is to be temporary, the period of time will also be at the discretion of the Site Administrator.

In most cases, the following corrective action steps will be followed prior to removing a child from the center:

1. Verbal notification to the parent or guardian which details the cause for concern and the impact their child's behavior has on the ability to ensure the proper safety, welfare, care, and supervision of the child and/or all children in the center.
2. Written warning to the parent or guardian which not only contains the information in item #1, but also notifies the parent or guardian that if the behavior is not corrected, the child may be removed from the center.
3. Written notification to the parent or guardian of the intent to remove their child from the center. This notice will inform the parent or guardian that their child will be removed from the center one week (7 calendar days) from the date of the notice. In the event that this notice cannot be delivered by hand, it will be mailed to the parent or guardian within one day of the date of the notice. The necessity to mail the notice does not require an extension of the one week time period which begins on the date of the written notice.

In rare instances, circumstances may warrant the immediate removal of a child from the Center. The determination of the need to immediately remove a child from the Center shall be made by the Site Administrator. In these instances, the parent or guardian shall be notified either verbally or in writing. The notification must include the circumstances that resulted in the child being removed from the Center. Any verbal notification shall be immediately followed by a written notification containing all the pertinent details. The written follow-up notice must be either delivered by hand or mailed not later than one business day following the date of the verbal notice.

Any credit balance resulting from the removal of a child from the Center shall be refunded to either the parent/guardian or the agency providing the funding as appropriate. Removing a child from the Center does not absolve the parent or guardian of their responsibility to pay any balance due for care services that have already been provided.

A child may have their eligibility to attend the Patri-Tots Learning Center reinstated if, after meeting with the parent or guardian, a satisfactory plan of action is developed. The plan must adequately address the behavior which resulted in the initial removal of the child from the Center. After reinstatement to the Center, the child will again be subject to all criteria outlined in this policy.

PARENT PARTICIPATION

Prior to a child's start date, a parent or guardian must make an appointment with the Administrator (or designee) to pickup the Parent Handbook and registration forms, take a tour of the center and receive a general orientation to the program. Administrator conferences will be scheduled as needed. If parents would like to discuss, or need help resolving, issues related to the center, they are encouraged to schedule a meeting with their child's teacher and/or the Administrator. Likewise, teachers are encouraged to schedule a meeting with the parents and/or the Administrator when they have issues that need to be discussed or resolved.



Parents are expected to participate in at least one of the two parent-teacher conferences held each year, and are strongly encouraged to attend both. This not only gives them the opportunity to learn about their child's care and development, but also provides a time for the teacher and parent to exchange information that could be critical to the child's educational growth.

Additionally, parents are expected to complete and return all assessment and screening tools that they have been given by the Center in a timely manner (see Appendix A). These items are instrumental in assisting the Center develop educational programming for their child.

We encourage parents to help with, or donate to, special holiday parties, or other special programs (such as fundraisers) at the Center. Some may want to share a talent, hobby, animal or special interest with the children. Others may want to teach the children a song or read them a book.

The Administrator or child's teacher should be contacted to coordinate a day/time for you to share with the children. When we schedule field trips, we sometimes need volunteers to help chaperone the children. Please let us know if there is a trip scheduled for your child's class that you are interested in chaperoning. In order to allow all interested parents to participate, you may not be able to chaperone all of your child's trips. For the safety of everyone, and to help things go smoothly, we have established Chaperone Guidelines. A copy of these will be provided to all selected volunteers prior to any field trip.

VISITATION

The Center is open for parents' visitation at any time during operating hours. However, to avoid conflicts, parents should schedule their visits with the teacher prior to arrival and keep in mind that frequent visits might not be beneficial to the child or to the class.

NOXIOUS ODORS

For the health and safety of our employees, children and their families, the Patri-Tots Early Learning Center has adopted a policy to address noxious odors. A noxious odor is an aroma of such intensity that it becomes apparent to others. Any odor may become noxious or offensive when it is too strong and affects others. The physical side effects of noxious odors include but are not limited to: headaches, nausea, asthma attacks, and allergic reactions. In order to protect everyone, we ask that any person entering the center refrain from wearing or using strong perfumes or perfumed products (such as lotions). Smokers are asked to not smoke immediately before arriving at the center to drop-off or pick up their child. Again, this policy is in place for the protection of our employees, children and their families.

DISRUPTIVE ADULTS

If a parent or other adult displays disruptive behavior which affects the integrity of the program, such as verbal abuse/harassment of staff or children, inappropriate language or conversations, or physical abuse of their child, the Site Administrator will ask them to leave the premises. It will be up to the discretion of the Site Administrator to determine the length of this suspension, from one day to full termination of the child's enrollment. No form of sexual harassment will be tolerated at the Patri-Tots Learning Center. The Site Administrator and Patri-Tot staff are authorized to deny access to any adult if the behavior of that adult poses a risk to the children in care.

TRANSPORTATION

Each child at the Center shall have on file at the Center an emergency transportation form completed by the parent or guardian. You must give the Center permission to transport your child, on the "Health and Enrollment" form, or you will not be allowed to enroll your child at the Center. In case of a medical emergency, the Emergency Squad will be called to transport the child to the hospital.

Each child at the Center shall have on file at the Center a permission form to transport the child on outings and routine trips. For special field trips, there will be a separate form completed each time. SSCC vehicles and/or teachers' vehicles shall be used for field trips or outings. All staff members responsible for transporting children complete annual "Vehicle Transportation" training utilizing guidelines developed by the Bureau of Child Care and Development.

On field trips, the teacher, teacher's aide and/or adult parent volunteer will supervise the child. Staff to children ratios will be maintained at all times. Each child will wear a Center-owned field trip t-shirt which is printed with appropriate identification/contact information.

CHILD GUIDANCE POLICY

Positive reinforcement is the foundation for the Patri-Tots Learning Centers policy on

guiding and managing children's behavior. Although not always apparent to the casual observer, we believe this technique allows for a child to exercise self-control and acknowledge his/her worth as an individual and as a member of a peer group. All techniques are developmentally appropriate, consistent and are explained to the child. This guidance policy applies to all employees of the Center. Professionalism by our employees is expected at all times. Listed below are just a few tips and techniques used to guide discipline efforts:

Set Clear Limits

1. Respect the rights of others and their personal property.
2. Speak softly.
3. "Please" and "thank you" are to be used at all times.
4. Walk rather than run.

Other Techniques

1. Redirect child to an appropriate activity.
2. Show child positive alternatives.
3. Model desired behavior.
4. Reinforce appropriate behavior.
5. Encourage child to control his own behavior, cooperate with others and solve problems by talking things out.
6. Use a designated "time out" zone.
7. Use developmentally appropriate separation from the situation only as necessary.
8. Arrange for conferences with parents to evaluate persistent behavioral problems.

The following methods of discipline are *strictly prohibited* in the Patri-Tot Learning Centers:

1. Abuse, endanger or neglect children.
2. Utilize cruel, harsh, unusual or extreme techniques.
3. Utilize any form of corporal punishment.
4. Delegate children to manage or discipline other children.
5. Use physical restraints on a child.
6. Restrain a child by any means other than holding them for a short period of time, such as in a protective hug, so that the child may regain control.
7. Place children in a locked room or confine children in any enclosed area.
8. Confine children to equipment such as cribs or high chairs.
9. Humiliate, threaten, or frighten children.
10. Subject children to profane language or verbal abuse.
11. Make derogatory or sarcastic remarks about children or their families.
12. Punish children for failure to eat or sleep or for toileting accidents.
13. Withhold any food (including snack or treats), rest, or toilet use.
14. Punish an entire group of children due to the unacceptable behavior of one or a few.
15. Isolate and restrict children from all activities for an extended period of time.

MANAGEMENT OF COMMUNICABLE DISEASES



Each child must have a current physician's report on file at the Center indicating the child's good health and specifying any medical conditions that might restrict the child's activities or diet. This statement must affirm the child has had the following immunizations: DPT, Measles, Mumps, Rubella, Hib Vaccine, and Polio. A written statement from the physician must be provided if the child is excluded from any of the above immunizations for medical reasons. A written statement from the parent/guardian must be provided if the child is excluded from any of the above immunizations for religious reasons.

Parent/guardian must have his/her child examined by a licensed physician and submit the Child Medical Statement, along with a printed copy of immunizations, within 30 calendar days of the child's first day of attendance. If these forms are not received before the deadline, the child will only be allowed to return after the forms are received, if there is still space available. All children are required to be examined annually and new forms submitted.

The following precautions will be taken for children suspected of having a communicable disease:

1. The Center will immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness. The parent is to make arrangements for immediate pick-up of the child.
2. A child with any of the following signs or symptoms of illness will be immediately isolated and watched carefully until discharged to his/her parent or guardian.

If the child has any of these symptoms prior to leaving home, please do not bring the child to the Center as he/she will not be permitted to remain at the Center.

- a. Diarrhea - 3 or more abnormally loose stools within a 24-hour period.
- b. Severe coughing causing the child to become red or blue in the face or making a whooping sound.
- c. Difficult or rapid breathing.
- d. Yellowish skin or eyes.
- e. Redness of the eye or eyelid, thick or purulent (pus) discharge, matted eyelashes, burning, itching or eye pain.
- f. Temperature of at least one hundred (100) degrees Fahrenheit taken by the axillary (armpit) method when in combination with other signs or symptoms.
- g. Untreated, infected skin patches, unusual spots or rashes.
- h. Unusually dark urine and/or gray or white stool.
- i. Stiff neck with an elevated temperature.
- j. Evidence of untreated lice, scabies or other parasitic infections.

- k. Head lice - child will be excluded for 48 hours after treatment has begun. The child must be **NIT-FREE** before he can return to the Center. Your child will be checked by a PTLC staff member upon arrival at the Center on his first day back. You must remain with your child until the check is complete in case we need to send him home. Your child will be checked throughout the day to help assure that nothing was missed during the initial head check. If lice or nits are found at any time, you will be called to come get your child.
- l. Sore throat or difficulty in swallowing.
- m. Vomiting more than one time or when accompanied by any other sign or symptom of illness.

* Staff members will follow the same guidelines as stated above, to determine whether or not they should report for duty in the Center.

- 3. The Center will follow the Ohio Department of Health's "Communicable Diseases Chart" for appropriate management of suspected illnesses and for re-entry into the Center.
- 4. A child that is isolated, due to suspected communicable disease, will be cared for in another room or portion of a room away from other children. If needed, the child will be provided with a coat or a blanket until the parent/guardian, or person who has been designated by the parent, arrives to pick up the child. An adult will remain with the child at all times and will observe carefully for any worsening condition.

SSCC Patri-Tots Learning Centers desire to provide conditions that encourage cleanliness and good health practices among the children. A child should not be brought to the Center with any of the conditions listed under (2). Since we do not have a designated sick room, we are unable to provide services for sick children. If a child has a fever of one hundred (100) degrees Fahrenheit in conjunction with any other symptoms, please do not bring him/her back within twenty-four (24) hours of the time the temperature returns to normal (without the use of medications).

COMMUNICABLE DISEASE POSTING

The Ohio Department of Health's "Communicable Diseases Chart" which lists the signs and symptoms of many communicable diseases is posted on the wall just inside the main entrance door of the learning center.

EXPOSURE TO COMMUNICABLE DISEASE

If your child has been exposed to any communicable disease or infestation, you will be notified either verbally by the Site Administrator or by a notice conspicuously posted by the main door and/or other areas throughout the Center.

A child that has been exposed to a contagious disease outside the Center should not be brought to the Center during the incubation and/or exclusion period.

Parents are required to advise the Site Administrator if their child has been diagnosed with any communicable disease, regardless of whether the child has recently attended the Center or not.

ADMINISTRATION OF MEDICINES

All non-prescription medications must have the child's name clearly and permanently marked on the container. All prescription medications must have the original prescription label attached to the container which lists the child's name and exact dosage instructions. The Patri-Tot Learning Center may administer Medication:

1. For prescription medicines if written instructions have been received by the Patri-Tot Learning Center from the parent, a licensed physician or a licensed dentist on Form JFS01217, *Parent/Guardian Request for Administration of Medication*. This form must be completely filled out and signed. This includes the use of individual inhalers, electric inhaler machines and epi-pens.
2. For non-prescription fever reducing medications that do not contain codeine, if they are in their original container with its original label attached, which specifies appropriate dosages, based on the child's age or weight. Authorization for administration of non-prescription medications is good for only three (3) consecutive days. After that, a physician must complete Form JFS01217 in order to continue administration of that medication.
3. For non-prescription topical medications (for example: diaper cream, powder, sunscreen) with written instructions provided on Form JFS01217. Authorization for administration of non-prescription topical medications is good for 12 months.
4. Each Form JFS01217 will be kept in the child's file after the administration cycle is complete.
5. For safety reasons, the centers will not administer any prescription or non-prescription medication that is in lozenge or other form that poses a potential choking hazard (i.e., cough drops).
6. The centers use a liquid lotion-style soap for hand washing purposes. If a child is allergic to the provided soap, then the parent must complete the proper allergy paperwork and provide a written statement from the child's physician describing the allergy. The parent will be required to provide an alternative soap for their child to use. Alternative soaps will only be used for children with documented allergies to the Center-provided soap.

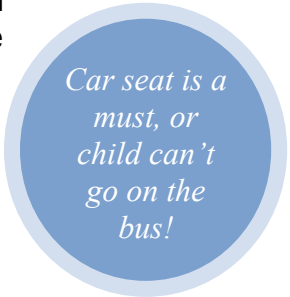
For children with health conditions, or who require medical procedures, parents are required to complete the JFS 01236 *Medical/Physical Care Plan*. This plan shall be revised at least annually, or more often, if necessary.

SAFETY/ACCIDENT AND EMERGENCY PROCEDURES

1. No child shall ever be left alone or unsupervised.
2. When a child arrives, **only** the parent/guardian/designee (at least 18 years of age) can sign-in the child. Since these are official state records, the PTLC teachers are NOT ALLOWED to sign children in or out. Please be sure the teacher is aware of your child's presence. Parents are responsible for their child until he has been signed in and the teacher made aware of his presence.
3. At dismissal, students will wait in the classroom to be released until the authorized person has signed out the child. Staff members will not release a child to anyone without parent consent. Parents are responsible for their child after he has been signed out.
4. There are working telephones in the Patri-Tots Learning Centers. (Emergency phone numbers are posted.)
5. The children will practice monthly fire and hazardous weather drills. A record will be kept of the dates and times of the drills. Evacuation plans are posted in each classroom that explains staff responsibilities and a diagram showing procedures in case of fire emergencies and weather alerts.
6. On field trips, the teacher, teacher's aide and/or adult parent volunteer will transport the children. Each child will use his/her own child seat, as required by law, along with seat belts. Field trip permission slips are required. If the parent or guardian does not sign the slip, the child will not be permitted to go on the trip. When on a field trip we will have our first aid kit, permission slips, emergency transportation forms, and at least one teacher trained in CPR and first aid. Each child will wear a Center-owned field trip t-shirt or other item which is printed with appropriate identification/contact information.



When we schedule field trips, we sometimes need volunteers to help chaperone the children. For the safety of everyone, and to help things go smoothly, we have established Chaperone Guidelines. A copy of these will be provided to all volunteers prior to any field trip.



Field trips are a part of the planned curriculum and it is normal for all staff in that particular classroom to go on the trip. This means that there will not be any staff left at the center to care for children who are not allowed to go on the trip. Therefore, if you choose not to send your child on a field trip, you will have to make other arrangements for your child's care on the day of the field trip. You will be given a credit on your account for that day based on the formula outlined elsewhere in the Parent Handbook.

7. In the event of an accident, emergency, or illness, the teacher will take whatever steps necessary to obtain emergency medical care. These steps may include, but are not limited to, any or all of the following:
 - a. Call 911.
 - b. Simultaneously attempt to contact parent or guardian.
 - c. Attempt to contact the parent through any of the persons listed on the required emergency information form.

Any and all expenses incurred relative to the emergency medical care will be borne by the child's family. The Center will not be responsible for anything that may happen as a result of false or missing information given at any time before or during the child's enrollment at the Center. The Center will not assume responsibility for a child who has not been signed in when he/she arrives for his/her assigned class.

8. No spray aerosols will be used in a room where children are present.
9. No child will be released to any person who appears to be under the influence of any substance that would adversely affect their ability to properly transport, supervise and/or care for the child. Proper authorities may be notified.
10. The teacher will notify the public children services when child abuse or neglect ***is suspected***. This is required by law.
11. Child restraint systems (seat belts) are located in each staff member's car.
12. In the event of accident or serious injury resulting in emergency transportation, a written report shall be filed with the Center administration. The report shall remain on file for at least one year.
13. In the event of the following, Form JFS01299 *Incident/Injury Report* will be completed, and signed by the teacher and parent/guardian. A copy will be given to the parent-guardian. The original signed report will be kept in the child's file.
 - a. Illness that requires first aid treatment.
 - b. Accident that requires first aid treatment.
 - c. Injury that requires first aid treatment.
 - d. Bump or blow to the head.
 - e. Emergency transporting.
 - f. Unusual/unexpected events that jeopardize the safety of the children or staff.
14. All staff and parents shall receive a copy of this safety policy.

SWIMMING POLICY

During the summer, various water activities may be planned for the children. Children who have written permission can take scheduled field trips to swimming pools that meet all guidelines of the health department and are supervised by lifeguards.

Written parent/guardian permission is required for all swimming activities.

Child Care staff members shall review swimming and/or water safety rules with children each time they participate in water activities.

Wading pools and other swimming/wading sites shall be made inaccessible to the children when adult supervision is not available.

Adults shall be actively supervising children and shall be able to clearly see all parts of the swimming area including the bottom of the pools.

MEAL POLICY

Breakfast will be served between 8:00-8:30 a.m. Lunch will be served between 11:15 a.m.-12:30 p.m. (approximately). Afternoon Snack will be served between 3:00-3:15 p.m. There will also be a late afternoon snack served at 5 p.m., if required.

The Center does not provide lunch. Parents are required to provide packed lunches that include all food items needed to satisfy state requirements: All lunches **must** contain full servings of a protein, a grain, a vegetable and a fruit. Please do not send any drink item in your child's lunch. We will provide the state-required milk. Parents are strongly encouraged to ask questions concerning what items do, and do not, count as creditable toward their child's lunch. Parents are not allowed to bring fast food meals for lunch since these do not meet the state-mandated requirements.



Breakfast will consist of a grain, milk and juice/fruit. The afternoon snack will consist of two (2) food groups in the appropriate amount for the child's age. Your child will be served milk as the beverage for breakfast and lunch, and juice will be served at some meals -- unless the Center receives a physician's written notice that your child has a dairy or fruit allergy. If your child has any allergies to food (such as peanut or wheat) or special dietary restrictions due to a medical condition, please let us know and make sure to fully disclose this information on the registration forms. You must provide us with a written physician statement, along with a description of the expected allergic reaction and treatment procedures to follow (i.e., use of epi-pen, etc.). Special meal requests for non-medical reasons will be considered, but may not always be able to be accommodated due to state requirements. Families should discuss these requests with the Site Administrator prior to registration.

For children with health conditions or who require medical procedures, parents are required to complete Form JFS 01236 *Medical/Physical Care Plan*. This plan shall be revised at least annually, or more often, if necessary. Additionally, if medication may be required, then parents will also be required to complete Form JFS01217, *Parent/Guardian Request for Administration of Medication*.

Menus for all meals are conspicuously posted in the Patri-Tots Learning Center.

CIVIL RIGHTS

The Child and Adult Care Food Program is available to all eligible participants regardless of race, color, national origin, sex, age, or disability. Any person who believes that he or she has been discriminated against in any USDA related activity should write immediately to the Administrator, Food and Nutrition Service, 3101 Park Center Drive, Alexandria, VA 22302.

OHIO CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

The Patri-Tots Learning Center at Southern State Community College participates in the Ohio Child and Adult Care Food Program (CACFP) by serving select nutritious meals at no additional cost to participants. In order for the Patri-Tots Learning Center to receive full CACFP benefits, parents are *required to complete* necessary forms upon child's enrollment and at other times as required. All income and racial/ethnic information will be kept confidential. Applications are needed for all children whether or not they are recipients of food stamps, Ohio Works First (OWF) or Food distribution on Indian Reservations (FDPIR) households. Children of unemployed parents or guardians are eligible, as are foster children, in certain cases.

FOR MORE INFORMATION

Call the Patri-Tots Learning Center in Wilmington for more information on how your child, or children, may benefit from the services provided:

1-800-628-7722, Ext. 4626 or 4629, from 7 a.m. to 6 p.m.

If you are interested in the Central Campus location, you can reach the Patri-Tot Learning Center in Hillsboro by calling:

1-800-628-7722, Ext. 2626 or 2629, from 7 a.m. to 6 p.m.

Both Centers are open year-round to provide dependable, consistent services to children of students, faculty, staff and the general public. You need not be a student or employee at Southern State Community College to take advantage of the SSCC Patri-Tots Learning Centers.



Southern State Community College does not discriminate against applicants, employees, or students on the basis of race, color, religion, national origin, disability, age, gender, sexual orientation, gender identity, marital status, pregnancy, military status, and/or veteran status.

USDA Nondiscrimination Statement

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, audiotape, 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: http://www.ascr.usda.gov/complaint_filing_cust.html, 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:

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

This institution is an equal opportunity provider.

APPENDIX A

CHILD ASSESSMENTS, SCREENINGS, REFERRALS, PORTFOLIOS AND INDIVIDUALIZATION

ASSESSMENTS:

The teacher in each classroom completes a *Teaching Strategies Gold Child Assessment Portfolio* (TS Gold) on each child within thirty (30) calendar days of that child's start date. Using anecdotal notes, photos, work samples, personal observations/knowledge of the child and any other assessments completed, teachers complete subsequent TS Gold assessments at two other times during the school year, usually winter and spring. The TS Gold scores are transferred to the *Child Assessment Summary* so averages can be calculated by objective. This data is then transferred to a Classroom Summary sheet to assist the teacher with the individualized planning process.

Teachers may also do supplemental assessments of each child utilizing assessment tools available from other early childhood resources or assessment tools that have been self-created utilizing developmentally appropriate milestones.

During a child's first week, the teacher shall complete a Tickler Note indicating the deadline for completion of the TS Gold. Dates from Tickler Notes are transferred to the teacher planning calendar so a composite of all action/due dates can be readily monitored.

DEVELOPMENTAL SCREENINGS:

A *Devereux Early Childhood Assessment* (DECA) questionnaire shall be included in each parent packet and will be part of the forms required to be submitted by the family prior to a child starting at the center. If the DECA is not returned with the initial registration paperwork prior to the child's first day at the center, the Site Administrator shall communicate with new families on a daily basis concerning the return of that assessment until it has been returned. Additionally, the child's teacher is required to complete a DECA after thirty (30) calendar days and before sixty (60) calendar days of each child's start date. Another DECA shall be done by both parent and teacher in the spring of each year. Thereafter, the teacher shall send home a DECA each fall for the parent to complete, and shall complete the teacher portion at the same time.

During the first week that a child attends, the lead teacher sends home an age-appropriate *Ages and Stages Questionnaire, Third Edition*, (ASQ-3) for the parent to complete and return within five (5) school days. Teachers shall send home additional ASQ-3's at each ASQ-3 age milestone (18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, 60 months of age) thereafter for completion and return. The completed questionnaires shall be scored by the teacher within one week of receipt and the information recorded on the ASQ-3 Summary sheet.

The teacher shall complete a Tickler Note indicating the due date for the return of the ASQ-3 and the dated timeframe for the teacher's DECA completion. Dates from Tickler Notes are transferred to the teacher planning calendar so a composite of all action/due dates can be readily

monitored. If a parent has not returned an ASQ-3 or DECA by the due date, then the teacher will place a reminder note in the child's mailbox once each week for two weeks. In addition, the teacher will try to talk with the parent directly to request the return of the screening. If the parent has not cooperated in returning any screening within two weeks of the due date, the teacher shall advise the Site Administrator who shall communicate with the family on a daily basis concerning the return of that screening until the screening has been returned. Each time teachers send home a DECA or ASQ-3 for the parents to complete and return, they shall write update the Tickler Note with the appropriate follow-up dates and subsequently transfer the dates to their planning calendars.

RESULTS / REFERRALS:

Results from TS Gold assessments are shared with families twice annually at Parent-Teacher conferences, or at other planned family meetings if warranted.

Within fifteen (15) school days of scoring a DECA and/or ASQ-3, the teacher sends home a letter which: conveys the results of the screening; provides resource or referral contact information (if necessary); may include suggested activities for the families to do at home; may request a family meeting (if deemed appropriate). The teacher shall utilize the Tickler Note and planning calendar for tracking this deadline.

When referral to an outside source is recommended, the teacher shall share this recommendation with the family during the screening follow-up communication outlined above. The family will be given additional resource information or be referred to an appropriate professional (examples: Help Me Grow, Solutions Community Counseling and Recovery, child's primary health care provider, hearing/vision specialist). The teacher shall use the Tickler Note and planning calendar to follow-up with the parents within thirty (30) calendar days after the initial referral is made to determine the current status of the referral. Parents will be encouraged to provide updated information to the teacher and/or Site Administrator on a continual basis concerning their child's referral and progress. Parents will be asked to share with their child's teacher any special instructions or techniques that need to be implemented or adapted in the classroom to assist the child's development. The teacher shall document communications concerning results, referrals and follow-up in the child's portfolio.

The information contained in the portfolio (see below) shall be used to develop and implement individualized instruction for the child. In addition to sharing screening results with families as outlined above, teachers shall also review other assessment results and relevant items from the child's portfolio at parent-teacher conferences held twice yearly, or more frequently if needed.

PORTFOLIOS:

The format of the portfolio is at the teacher's discretion and can be a notebook, folder, box or similar which contains all of the child's evidence in one place.

The results from all assessments and screenings shall be maintained in the child's portfolio. In addition to these, teachers shall also gather a variety of items on an on-going basis to be kept in a portfolio for each child. Teachers collect samples of a child's work, such as writings, drawings and dictations. Pictures are taken of the child during learning experiences as well. Teachers

make notations on lesson plan sheets indicating which activities should be photographed and if the work/product of an activity should be kept as evidence for a child's portfolio. These notations are not all-inclusive, and photographs/other samples are collected as appropriate. All collected evidence is placed in the child's portfolio.

Items gathered represent a child's progress in the numerous areas of development. These items are to help document the child's progress toward, and achievements of, established learning goals.

If/when the child changes classrooms within the center, the portfolio shall move with the child. When a child leaves the center: The child's work samples will be sent home with the families; Copies of screenings, assessments and other pertinent information will be forwarded to another institution upon receipt of a written request by the family.

INDIVIDUALIZATION:

TS Gold scores are transferred to the *Child Assessment Summary* so averages can be calculated by objective. This data is then transferred to a Classroom Summary sheet to assist the teacher with the individualized planning process.

When assessment results are shared with families during a family meeting or parent-teacher conference, the teacher and family use all available information (assessment results, screening results, personal knowledge/observation, etc.) to collaboratively set goals for that child. A Family Conference Form shall be completed at parent-teacher conferences. It shall include assessment results and learning goals that are collaboratively-set at the meeting, as well as document any other pertinent discussions (i.e., transition plans). This form shall be signed and dated by the teacher and family member.

Referencing assessment and screening results, along with each child's collaboratively-set learning goals, teachers plan small or whole group activities based on the objectives to be met. The steps of an activity can be modified to meet the needs of an individual child, or a group of children. Children may be split into two or more separate learning groups based on a collective need. Additionally, 1-on-1 activities can be planned to help children who score low on an objective, or who have individual goals as defined by the family and teacher. Teachers utilize various teaching methods to help facilitate reaching goals including modeling, scaffolding and peer assistance.

Using anecdotal notes, photos, work samples, personal observations/knowledge of the child and any other assessments completed, teachers complete subsequent TS Gold assessments during the year. When this data is transferred to the Child Assessment Summary and Classroom Assessment Summary, the teacher is able to see a child's progress with each objective. Additionally, since the TS Gold Child Assessment Portfolios utilize a scale format for all objectives, when a child's assessment is completed, the teacher can clearly see where a child falls in relationship to the TS Gold norms for his age and can see if the child has made progress on objectives since the last assessment. A child's goal and instruction can then be adjusted as needed.

APPENDIX B

TRANSITIONS / TRANSFER OF RECORDS

TRANSITION INTO THE CENTER:

When a family contacts the center to gather general information, and then expresses additional interest in the center, they are asked to schedule a time to pick up a registration packet and take a short tour of the center. They are encouraged to bring their child for this visit. This allows them a chance to ask additional questions, to see the center and to observe their child in the classroom. This also serves as the child's first introduction to their new classroom and teacher.

Prior to the child's first day at the center, the Administrator shall meet with the child's family to conduct an orientation. The orientation shall include a discussion of the center's policies and procedures, the center's expectations of parents and a brief introduction of the screening and assessment tools utilized by the center. If the family was unable to tour the center previously, and/or the child had not previously been at the center, they will be given a tour of the center and the child's room, plus be introduced to the child's teacher/aide. The Administrator will go over the list of items that need to be brought to the center for their child. She will also discuss the importance of properly transitioning the child into/within the center and will reference the information on separation anxiety and transitions included in the registration packet. Parent concerns and expectations of the center will also be discussed.

The child's teacher shall conduct a family orientation specific to the child's room. The teacher will discuss information and guidelines specific to the child's room. She will discuss various transition techniques, and will work with the family on which strategies may best help their child transition into the center/classroom. Additionally, the teacher will share the classroom portfolio with the family which contains pictures and a sampling of activities and projects done in that room throughout the year.

Parents will be encouraged to bring their child for a short visit sometime within the few days leading up to the child's first day of attendance. This will help acclimate their child to the center and prepare them for their first day. Depending on the child's comfort level, parents may be asked to stay for a short period to play with their child, but at some point will be asked to leave the center, so that the teachers can help the child adapt to the classroom and can begin addressing any separation anxiety issues. The parents will be asked to remain in the building during this initial transition visit.

The parents will be reminded that they should allow plenty of time for drop off of their child, especially on the first day. They will need the extra time to help their child adapt to the new environment, to learn where the child's personal items are to be placed, to talk with the teacher about the child, to sign-in their child, to swipe their JFS card, and to meet with the Administrator prior to leaving to be sure all paperwork and other requirements have been met.

On the child's first day in the classroom, the teacher will send home a classroom-specific welcome packet which will include items such as: a welcome/introduction letter, an age-

appropriate ASQ-3, a family information request form, classroom calendar/newsletter, daily schedule and any other informational items deemed appropriate.

Sample Activities – TRANSITIONING INTO CENTER		
TODDLERS	PRESCHOOL / PRE-K	FAMILY SUPPORTS
Visit/explore room for a short time when parent picks up registration packet	Visit/explore room for a short time when parent picks up registration packet	Tour center, pick up registration packet, discuss concerns and questions
Visit/explore room while parent attends orientation session with Administrator	Visit/explore room while parent attends orientation session with Administrator	Orientation of center, procedures, expectations, and policies
Spend a longer time in room within a few days of start date	Spend a longer time in room within a few days of start date	Discuss transitions
Introduced to Site Administrator, teacher and aide	Introduced to Site Administrator, teacher and aide	Introduction to teacher and aide
Tour rest of center and playground	Tour rest of center and playground	Orientation of room and daily schedule by teacher
Ramp up attendance hours over first few days	Ramp up attendance hours over first few days	Review separation anxiety information and discuss strategies
Bring in pictures from home to keep at school	Bring in pictures from home to keep at school	
Color cubby tag	Color and cut out cubby and hook tags	
Help teacher apply child's picture to mailbox	Help teacher apply tags to child's cubby	
Discuss classroom rules with child	Discuss classroom rules with child	
Introduce child to new friends through play	Discuss classroom schedule with child	
Allow child to bring own blanket from home	Introduce child to new friends through play and at circle time	
Allow child to bring own pillow from home	Allow child to bring own pillow from home	
Allow child to bring a small soft quiet item for nap time	Allow child to bring a small soft quiet item for nap time	
	Have child choose a friend to acclimate them to classroom	
	Draw pictures of family	

TRANSITION WITHIN THE CENTER – General:

Due to the intimate setting of our center, each child will have the opportunity to meet and spend some time with each of the teachers and aides at the center. There are many opportunities for multi-age group activities that help to facilitate the child's familiarity with all classrooms and all staff members.

Classroom instructional methods are aligned with the Ohio Early Learning and Development Standards (Birth-K Entry) as issued by the Ohio Department of Education. Additionally, since a child's portfolio follows them from room to room, the teachers are able to individualize that child's learning experience.

TRANSITION WITHIN THE CENTER – Toddler Room to Preschool Room:

Moving a child from the Toddler room to the Preschool room is determined by three factors: the child's age, developmental readiness and success with independent use of the toilet. Parent-teacher meetings will include discussions about a child's current and future transitions. The Toddler teacher will let parents know what transition activities are being done and/or what will be done in the future to help their child transition. She will explain the next steps in the process and how to work together on these at home/school. Specific parent concerns and questions will be addressed and a collaborative transition plan will be developed.

When a child reaches the age of three, he will be moved to the Preschool room. Within thirty (30) days of the child's expected transition to the Preschool classroom, the Preschool teacher will send home a letter asking the parents to schedule a meeting to discuss their child's transition to the new room. The transition meeting will include the Toddler teacher, Preschool teacher and the child's family member(s). The meeting will include a discussion of what is expected of both parents and children in the Preschool room, along with a description of the similarities and differences between the Toddler and Preschool rooms. Parent concerns and questions will also be discussed. A collaborative plan will be developed so that the child's transition will be as smooth as possible.

EARLY TRANSITION: If a child is at least 2½ years old and fully potty-trained, and demonstrates developmental skills which indicate he is ready to move into the Preschool classroom, then the Site Administrator may offer the option of an early transition to the family. She will send home a letter explaining that the child appears ready to move and that she would like to meet with the family to further discuss this option. This early transition meeting will include the Site Administrator, Toddler teacher, Preschool teacher and child's family member(s) and will address all of the same issues as a regular transition meeting. Additionally, it will be explained that if it is determined during the early phases of the move that it is not in the best interest of the child to transition yet, then the child will remain in the Toddler room until the regular transition period arrives.

At the transition meeting, the teacher will send home a welcome packet which will include items such as: a welcome/introduction letter, an age-appropriate ASQ-3, a family information request form, classroom calendar/newsletter, daily schedule and any other informational items deemed appropriate.

Sample Activities – TRANSITIONING INTO PRESCHOOL ROOM		
CHILDREN		FAMILY SUPPORTS
Transition from sippy cup to regular cup	Potty-train child for successful independent toileting	Introduction to teacher and aides
Visit preschool room	Color & cut cubby/hook tags	Transition meeting with toddler teacher and preschool teacher
Discuss classroom schedule with child	Help apply tags to new cubby	Orientation of room and daily schedule
Have child choose a friend to help them acclimate to new room	Discuss classroom rules with child	Visit new classroom
Transition child to use of school blanket at nap	Have child choose helper job	
Introduce child to new friends through play and at circle time	Show family around room, including new cubby and mailbox	

TRANSITION WITHIN THE CENTER – Preschool Room to Pre-Kindergarten Room:

At the beginning of the academic year of the local public school system, all children who will be attending Kindergarten the following year will be moved into the Pre-K room. This will give them an entire year to prepare for their move to Kindergarten. Also, in order to meet the diverse needs of our children and families, a child may be moved at another time during the year based on other factors, such as: developmental readiness, parent concerns and behavioral issues. For instance, if the family or teacher has concerns about the child’s readiness for the Pre-K room, they will discuss and determine if it is in the child’s best interest to move up later in the year.

Parent-teacher meetings will include discussions about a child’s current and future transitions. The Preschool teacher will let parents know what transition activities are being done and/or what will be done in the future to help their child transition. She will explain the next steps in the process and how to work together on these at home/school. Specific parent concerns and questions will be addressed and a collaborative transition plan will be developed.

Within thirty (30) days of the child’s first day in the Pre-K classroom, the Pre-K teacher will send home a request for family members to attend a Pre-K orientation session to be held shortly before the child’s move. The orientation meeting will include a discussion of what is expected of both parents and children in the Pre-K room, along with a description of the similarities and differences between the Preschool and Pre-K rooms. The Preschool teacher will be in attendance to help facilitate the discussions. Parent concerns and questions will also be discussed. The Pre-K teacher will offer to meet individually with any parents who wish to revisit their child’s transition plan.

At the orientation meeting, the parents will also receive a welcome packet which will include items such as: a welcome/introduction letter, an age-appropriate ASQ-3, a family information

request form, classroom calendar/newsletter, daily schedule and any other informational items deemed appropriate. They will get a chance to visit their child’s new classroom where their child will show them around, pointing out the location of their new cubbies and mailboxes.

Sample Activities – TRANSITIONING INTO PRE-K ROOM		
CHILDREN		FAMILY SUPPORTS
Visit Pre-K room	Color & cut cubby/hook tags	Introduction to teacher and aides
Help apply tags to new cubby	Discuss classroom schedule with child	Orientation meeting
Discuss classroom rules with child	On orientation night, children show family members where their new cubbies and mailboxes are located	On orientation night, children show family members where their new cubbies and mailboxes are located

TRANSITION FROM PRE-K ROOM TO KINDERGARTEN:

The Pre-K teacher will discuss/review a child’s progress and Kindergarten readiness with the family at the final parent-teacher conference prior to graduation. Additionally, any information received from the local schools concerning upcoming Kindergarten registration will be disseminated to families with children who will be attending Kindergarten.

All parent-teacher meetings will include discussions about a child’s current and future transitions. The Pre-K teacher will let parents know what transition activities are being done and/or what will be done in the future to help their child transition. She will explain the next steps in the process and how to work together on these at home/school. Specific parent concerns and questions will be addressed and a collaborative transition plan will be developed.

In the final few months of the public school’s academic year, the Pre-K class will be scheduled for an on-site visit of a local Kindergarten class. The children will be introduced to at least one Kindergarten teacher and classroom. They will tour the building so they can get an idea of what to expect when they go to school that fall.

Since the children most likely have already been on a school bus during center field trips, they will already be familiar with it. However, prior to the visit to the public school, the Pre-K children will have the opportunity to explore the bus a little more than normal – inside and out. The Pre-K teacher will talk about bus safety with the children and once again explain the importance of the bus evacuation drills we practice prior to field trips.

The Center will host a formal Pre-K graduation ceremony near the end of the academic year. The parents will be presented with their child’s portfolio (excluding formal assessments, screenings and other evaluation notes) which will have a sampling of the activities and projects, and well as a record of their child’s accomplishments while attending the Center.

Sample Activities – TRANSITIONING INTO KINDERGARTEN		
CHILDREN		FAMILY SUPPORTS
Children visit Kindergarten class	Children meet Kindergarten teacher	Give parents Kindergarten registration information
Explore school bus and learn about bus safety	Graduation Ceremony	Graduation Ceremony
Pre-K end of year celebration party	Read books about Kindergarten	Send home child's portfolio evidence
Watch videos about Kindergarten	Tour elementary school building	Exchange contact information with families in classroom
Take pictures of friends at center to keep at home	Exchange contact information with friends at center	
Draw pictures of new school or classroom	Teacher and children talk about new schools	

TRANSITION WHEN WITHDRAWING FROM THE CENTER:

Parents are required to complete a *Withdrawal Form* which will include, at a minimum, the child's name, last date of attendance and reason for withdrawal. It is strongly encouraged that parents provide as much notice as possible, with a minimum of one week being required.

Upon receipt of a withdrawal form, the Site Administrator will advise the child's teacher. The teacher will send home a letter asking the parents to schedule a meeting to discuss their child's transition out of the center. The transition meeting will include the child's teacher and family member(s). The Site Administrator will attend if deemed appropriate. The meeting will include a discussion of the importance of transitions and how best to help the child based on the current circumstances for withdrawal. Parent concerns and questions will be addressed. A collaborative plan will be developed so that the child's transition from the center will be as smooth as possible.

When a child leaves the center: The child's work samples/portfolio evidence will be sent home with the family.

Sample Activities – TRANSITIONING – WITHDRAWAL FROM CENTER		
TODDLERS	PRESCHOOL / PRE-K	FAMILY SUPPORTS
Talk with friends about the child leaving	Talk with friends about the child leaving	Transition meeting
Read books about moving (or other reason for withdrawal)	Read books about moving (or other reason for withdrawal)	Send home child's portfolio evidence
Take pictures of friends at center to keep at home	Take pictures of friends at center to keep at home	Exchange contact information with families in classroom
Bring treats to share with friends at goodbye party	Bring treats to share with friends at goodbye party	Forward child's records if parent requests
	Child gathers belongings from room and cubby to take home	Provide family with any available relevant resource information
	Draw pictures about new place	Visit classroom to help child say goodbye to friends
	Exchange contact information with friends at center	
	Child receives a farewell card made and signed by their fellow classmates	

TRANSFER OF RECORDS:

When a child leaves the center: The child's work samples/portfolio evidence will be sent home with the family. Copies of screenings, assessments and other pertinent information will be forwarded to another institution within five (5) school days of receipt of a written request by the family. Parents can use the *Parent Request to Transfer Child Records* form, or other comparable form if it contains all required information.